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ABSTRACT

In the decade since Harrisburg Area Community College (HACC) has been in operation, its student body composition has changed from a 70/30 ratio of full-time to part-time students in 1964 to a 50/50 balance in 1974. This study was designed to determine what changes in the student profile have taken place corresponding to the change in student body composition, and to develop a model for modifying the HACC student services program to reflect those changes. Existing data indicated that, compared to the average HACC student of 1969, the average HACC student of 1975 is older, more likely to be a part-time student, more likely to be female, and less likely to plan to transfer to a four-year college. Interviews with several representative groups of students showed that negative reaction to student services was centered on faculty advising, career counseling and job placement, and accessibility of services. The study includes a review of the pertinent literature; an analysis of HACC enrollment trends (1968-1975); a review of the characteristics of full-time, part-time, adult, and non-credit students enrolled during fall 1975; and a comparison of student opinion concerning student services in 1972 and in 1975. Based on this information, a dynamic participatory model for student services is presented. (DC)

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A COMMUNITY COLLEGE STUDENT PROFILE

WITH IMPLICATIONS FOR STUDENT PERSONNEL SERVICES

Jay F. Ebersole

A Major Applied Research Project
Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

Nova University
1976

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Abstract of a Major Applied Research Project
Presented to Nova University in Partial Fulfillment of the
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A COMMUNITY COLLEGE STUDENT PROFILE WITH IMPLICATIONS FOR STUDENT PERSONNEL SERVICES

by
Jay F. Ebersole
May 1976

Harrisburg Area Community College was founded in 1964 as the first community college in Pennsylvania. In the decade of its history, the student enrollment trend has changed from a 70:30 ratio of full-time to part-time students to a 50:50 balance in 1975. This Major Applied Research Project has investigated what changes in the student profile have taken place corresponding to the trend in the enrollment pattern.

Student enrollment data and information available from student surveys were analyzed to describe changes in selected student characteristics as compared to previous Harrisburg Area Community College research reports on the student profile and adult student population in 1969 and 1970 respectively. In addition to increased numbers of part-time students, the study has revealed increase in the average student age from 22.9 years to 25.7 years, a greater proportion of women students, nearly one-half of the students enrolled in career curricula as compared to the majority of transfer students in earlier years, and for the first time selected characteristics of non-credit students.

The proposition of this study suggests that as the student profile has changed in recent years, so the program of student services ought to be evaluated and modified in response to the needs of the changing student population. An evaluation study of student services, conducted by the

research office in 1972, was compared with feedback on student services gathered from representative groups of the current student enrollment by means of institutional survey instruments and direct student discussion through the nominal group process. A positive degree of satisfaction was found in these results, but areas of concern and need for improvement were identified generally in counseling and specifically in academic advising. Communication was not clear and distinct concerning services available and understanding of procedures on which students depend. Instructional problems and scheduling hassles were associated with student services held responsible for the adequacy of faculty advisors, the identification of teachers, the inflexibility of course and curriculum requirements, the inaccessibility of staff to non-traditional student needs. Most negative reaction was registered concerning interferences with the educational experience which was the highest priority for most students, day and night, full-time and part-time. The traditional student services were less critical to the students' concern. Operational imperfections, limited office hours, services that really didn't help were a disappointment; but instruction, advising, course sequence, schedule conflicts were the things student services should really do something about.

Student services staff response to the data collected concerning student profile and the feedback on student services was solicited through the nominal group process. Greatest consensus for change in adapting student services to changing student needs was to advocate that a counselor leadership specialist be assigned the tasks of staff development and adjustment of services to meet the needs of the current non-traditional student for flexible and relevant services. In addition, clusters of services and personnel needed to be centered in the three critical areas

to which students looked for help in coping with the community college experience. One center was Admissions in which application evaluation, placement testing, records maintenance, financial aid and veterans services were clustered. Another area was Curriculum in which faculty advisors, curriculum counselors, human development facilitators, and co-curricular activities coordination were centered. The third cluster was Careers where vocational counseling, job placement service, college transfer assistance, and follow-up research were gathered.

The study concludes with a proposal for modest reorganization of student services using the same amount of staff and resources presently allocated by the institution. Claiming that the creation of the tri-level concept of student services introduced from the founding of the college tends toward a hierarchical separation into higher and lower services or bureaucratic breakdown of communication, interaction, and participation, the author suggests a dynamic participatory model of fluid, interdependent, and interchanging clusters of services centered in admissions, curriculum, and careers. A core sphere of influence is an administration cluster including the chief student services officer and an advisory committee, recommended by the staff for continual input by students, faculty, and ideally the community.

The significance of this study is found in its analysis of current student data to define a changing student profile, the evaluation of feedback from students instructive for the adaptation of student services, a model for reorganization which builds upon a momentum for change initiated with the original tri-level concept of student services, the potential for implementation of recommendations for increased leadership

coordination and closer association of student services without increased allocation of resources in staff and budget, the ongoing responsibility of the author as Dean to build upon the findings of this study, and the nominal group process of direct interaction of administrator with students and staff in which one felt they implied, "if he cares enough to listen, he might do something to help."

D E D I C A T I O N

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CHAPTER I. INTRODUCTION

> "Each college should accumulate a body of facts about its own student body which will serve as a guideline for educational policies and procedures." (Medsker, 1960, p.5)

The purpose of this study is to determine what, if any, alternatives for student services in a particular community college may be necessary in relationship to those changes, if any, which have occurred in the profile of students over a ten-year period. There are two foci for the study: one, the profile of student enrollments; the other, the program of student services.

The study, initially, reports changes in the profile of the student body of Harrisburg Area Community College which have occurred in the first decade of its history, 1964-1974. Research reports published by the college under the authorship of Snyder and Blocker (A Profile of Students, 1969; The Adult Student Population, 1970) have been used as the historical data against which to contrast a profile of students, 1975.

Additionally, this study suggests guidelines for appropriate modification of student services from the original model established a decade ago by the founding president of the college, Clyde E. Blocker.

These services were evaluated in 1972 and the college published the results in the Selgas and Blocker research report (Student Services: An Evaluation, 1974). A summary of the findings is used as a point for comparison with evaluative feedback by current students representative of

today's student profile. Recommendations for change are based on information gleaned from institutional data on student needs and goals, on surveys conducted with sample student groups as users of the services, and on a response process of the student services staff.

The Problem

This study investigates the question whether student services should be adapted to changes in student enrollments and accompanying student needs and objectives. If one-half, rather than one-third, of the current student body is part-time, with accompanying implications for age, sex, employment, grade point average, academic goals, personal needs, employment status, educational goals, what then are the adjustments necessary for student services staff allocations, priorities, programs in relation to student availability, time schedules, staff locations, program developments, philosophical objectives?

Harrisburg Area Community College was founded in 1964 as the first community college in the Commonwealth of Pennsylvania. The student body of its early history was mostly full-time day students, with the majority expecting to transfer upon receipt of the associate degree. Student services from the beginning were organized on a tri-level concept of decentralized services offered by faculty advisors, division counselors/instructors, and counselor specialists. Late in the decade the student profile, first detailed in a 1969 research report, took on noticeable change with a decline in full-time enrollments, a decided increase in part-time students, older students, and registrations for off-campus courses. Customary daytime office hours, post-high school age group activities, on-campus staff accessibility were called into question by a

staff attentive to the changing student population and desirous of restructuring student services to meet what had to be accompanying changed student needs.

The motivation for this study has grown out of staff inquiry and initiative into appropriate modification of student services based upon a study of accumulated data available on current student enrollments. Computer-based data has been gathered over the years but has not been retrieved for purposes of informing staff to understand the student profile. The substantial increase in adult student enrollment has not been examined since an initial study of students over twenty-one years of age in 1970. No analysis had yet been made of information available about non-credit students in community and continuing education. This study, with the assistance of the data processing staff of the college, initiated the computer program to retrieve student data and undertook the analysis to update the previous research reports of 1969 and 1970.

Student services were first evaluated by students and staff in 1972, when a high rating of importance and a positive degree of satisfaction were recorded. However, a careful look at areas needing improvement was not taken at that time by staff outside of the research office, due to published results not made available until 1974 and hence regarded as out of date. The changing student scene and the changes in student services personnel, administration, and programs recreated the need for current examination of student services in the context of change. Survey instruments, an outgrowth of previous follow-up studies, generated new data and were available for further use with representative sample groups of currently enrolled students. Direct personal interviews by the author with

small groups of day and evening students, of career and transfer students, of college-age and adult students provided additional feedback concerning priorities of students and attitudes toward student services.

From the analysis of data substantiating change in student profile and from the response of students and staff to the adequacy and/or effectiveness of student services, the author developed from the study a proposal for reorganization or modification of student services from a tri-level concept with hierarchical/bureaucratic tendencies and risks to a participatory and dynamic concept of interrelating services and interacting staff.

Procedures and Methodology

This research project has used methods of descriptive research to obtain a profile of current student enrollments at Harrisburg Area Community College, as well as to ascertain potential student services responses. A detailed summary of Snyder and Blocker (A Profile of Students, Research Report No. 1, 1969) was used as the base for comparison of computer information data on full-time students currently and officially enrolled as of October 1, 1975. Since the 1969 student profile made minimal reference to part-time student data, the initial Snyder and Blocker study was relevant mostly to full-time students. A second summary by Snyder and Blocker (The Adult Student Population, Research Report No. 6, 1971) was used as the base for comparison of computer information data on part-time and adult students currently and officially enrolled as of October 1, 1975. A full-time student at Harrisburg Area Community College is a student enrolled for twelve or more credit hours; a part-time student is one enrolled for

eleven or less credit hours. The adult student is identified by Snyder and Blocker (No. 6, p.1) as age twenty-one years and older.

The computer search of the current student master file retrieved data on full-time and on part-time students according to fourteen descriptors for age-group categories of five-year intervals. An additional search was needed for students age twenty so as to distinguish younger students from the adult student, age twenty-one and older. Major items for the data search were age, sex, veteran, financial aid recipient, ethnic identification, credits earned, cumulative grade point average, current curriculum, reverse transfer. A separate computer inquiry was made for data on non-credit students to provide new information for a college segment not previously analyzed.

A research instrument, the "input information form," requests from newly enrolled students such information as reasons for attending college, plans after finishing school, employment status, hours worked, special needs and goals. This data is computerized and has been retrieved for this study to help shape further the contemporary student profile.

The study of student services reviewed the philosophical and structural base for student services outlined in Blocker, Plummer, Richardson (1965, ch.9), amplified by such informal papers available in the institutional files and which describe the early organizational rationale for student services at Harrisburg Area Community College. A detailed summary of Selgas and Blocker (Student Services: An Evaluation, Research Report No. 13, 1974) suggests how effectively, as of 1972, the student services program met the needs for which services were provided.

Representative groups of currently enrolled students were surveyed concerning need for counseling and administrative services provided

by student services staff. Such information was gathered previously from part-time evening students, but this study for the first time solicited reactions from full-time day students.

The nominal group process (van de Ven, 1972, p.337) is a means to determine needs expressed through "qualitative judgmental problem exploration by a sample of individuals whose experience, expertise, or perceptions directly relate to the problem area being explored." By the process of small group interaction, problems were enumerated and given priority ranking and qualitative rating. This process was used both with representative groups of students and with the student services staff to identify problems and possibilities for student services, to establish a rank-order listing of the suggested recommendations, and to rate by quantitative selection such priorities to which student services program components should be adapted. Recommendations are suggested for implementation with reference to student development philosophy.

Research Limitations

This research project has used data stored in the computer files of student information, already available and retrievable for the institution. It did not necessitate the accumulation of new input for the data bank. In addition, this project has used survey instruments already developed for use with evening and part-time students, as well as for the voluntary input information contributed by students at the impact of their initial enrollment. This study extended the survey use to include representative daytime students and made particular effort to secure completed input sheets from students enrolled for fall term 1975. New instruments of inquiry and additional computer data were not developed

for this study; rather it has organized the collected data to expand the profile of students currently enrolled. New data was generated by use of the nominal group process by which students contributed personally and directly to the findings.

This study has sought to compare data organized in earlier research reports with comparable data available for the 1975 student body. It is not encyclopedic in description of student profile, and any single selected student characteristic could be further investigated to achieve fuller descriptive and demographic precision. It is not a scientific evaluation of student services, if such were possible, but rather builds upon the initial study of 1972 and expands the perception of student services with feedback from current students and staff. The conclusion suggests a modest reorganization of student services found basically by this study to be satisfactory; it is not a philosophical reconstruction. The recommendations for change are a natural extension of a will to adapt displayed by student services staff and encouraged by the administration since the founding of the college. The specific design for student services suggested as a conclusion of this study has not yet been fully implemented as proposed, but clusters of services rather than levels of services have been gathering recent momentum.

Finally, this study limits itself to the scope of student services as a single administrative category within the college community. It deals with enrollment data, registration information, selected student characteristics, student services programs, counseling services, student activities. It has not ventured in administrative governance, academic administration, instructional criteria, faculty teaching performance, grading

practices, community services, business and finance. It is rather a limited study of the changing student profile with implications for change in student services.

Significance of the Study

The literature testifies to change in community college student enrollments and encourages research projects in local institutions to describe more fully the profile of current students. This study has retrieved available student data and analyzed selected characteristics to outline a contemporary profile against which to compare a profile of earlier research studies at Harrisburg Area Community College (1969,1970).

In addition, this study has inquired of students representative of today's student population concerning their need for and evaluation of student services. Feedback related directly to the tri-level organization of student services at Harrisburg Area Community College. Staff input encouraged the modification of the tri-level concept toward a less storied structure and more dynamic interaction of services clustered around centers identified by student needs, i.e., admissions, curriculum, careers. The author of this project has had opportunity to work directly with student services staff of twenty professionals who were consulted in the design of the study and participated in the nominal group process. As Dean, the author has the continuing administrative responsibility to implement the program recommendations as well as staff assignments which result from this study and to share findings with the total college community.

This study has been cause for the development of a computer program for retrieval of student data heretofore stored but unretrieved

for analysis and interpretation. In the future this program can be routinely used for output of this information for use by student services, by the records office, and by administration.

This study has provided opportunity to focus upon the part-time student whose recent majority in community college enrollments gives new attention to part-time student characteristics and needs. The literature quite traditionally views the part-time student as a middle-aged evening student. However, by observation one knows that increasing numbers of day students are enrolled part-time, and many evening students are young adults. The data collected by this study gives more accurate definition to such observations.

The non-credit student enrolled in community education programs has not been studied at Harrisburg Area Community College, and this study has analyzed the data available to describe these students.

Previous research reports published by the college have been used in this study as a working basis for comparison with data, input, and feedback presently available about and from the contemporary student. It is important that historical reports be used as point of reference in describing current trends and changes which condition the organization of services lest these be shaped more by tradition than by necessity. Institutional research reports of yesterday tend to remain fixed on the library shelf, rather than useful in the understanding of today. This study has used them as a primary resource.

Finally, and most significant, has been the process used by this study to elicit not merely computerized data by which students can be counted, but rather to gather direct feedback from students themselves

concerning specific needs for services and personal evaluation of services available, used, or unavailable. The nominal group process effectively informs the examination of a problem with direct and organized input from groups of those most concerned and directly involved with the problem. There is no one with as great a stake in student services as the students themselves. Further, after the data was collected and shared with staff, this process was used to organize staff recommendations for responsive change in student services, the implementation of which should be the major outcome of this study.

In 1970, a monograph on student profile was published by Harrisburg Area Community College (Lager, et al, 1970, p.21) as part of a Middle States accreditation case study. This report cautioned that "research studies in themselves are not enough; they should lead to program innovations. This combination of research and program development will improve the ability of the college to meet the changing needs of students." This study has sought to do just that.

CHAPTER II. THE LITERATURE

Community college literature has long called for increased research activity into the statistics, characteristics, and needs of students. Reynolds (1956, p.2) suggested that a more thorough study of junior college students was "obviously needed." Cross (E.T.S., 1968, p.52) wrote that much greater emphasis needed to be placed on research "at the local level," where the student bodies of the individual college needed to be studied. Bruker and Taliana (1970, p.31) in a study of part-time students concluded that "a review of available literature reveals that there is a lack of definitive knowledge concerning part-time students." They called not only for studies of data about the composition of part-time undergraduate student population, but also for the development of instruments which would give students the opportunity to express how they viewed various college services and how they viewed themselves within the institution.

Student Profile

The Fact Book on Higher Education (1974, pp.74.20, 74.21) cites the trend toward increased numbers of part-time students in higher education across the span 1966-1973, particularly in public institutions. In 1966, 69% of all students were full-time and 31% were part-time. In 1973, 65% of the students were full-time, and part-time students had increased to 35%. In public institutions, the number of full-time students decreased by 6% and part-time students increased by 6%, while

in private institutions, the number of full-time students increased by 1% and part-time students decreased by 1% over the 1966-1973 period. The ACE study (Financing Part-Time Students, 1974, p.37) of community college enrollments noted a trend from 1965 to 1971 when the full-time students decreased from 52.4% to 51.6%, and part-time students increased from 47.6% to 48.4%. By 1972, part-time student enrollments reached one-half of all students enrolled in post-secondary education, and enrollments of collegiate part-time students were increasing most rapidly in the two-year college.

Parker's study (1973, p.460) of two-year college enrollments in 1972-1973 showed that full-time students totalled 49% of enrollments, and part-time students accounted for 51%. The part-time student enrollment represented a 12.9% increase over 1971-1972 figures. Parker observed that the increase in part-time student enrollment probably reflects not only the changed pattern of student enrollments, but also "the flexibility and initiative in the two-year colleges to meet changing needs and demands, particularly in such areas as minority affirmative action, adult and continuing education, and other non-traditional education modes."

Medsker (1960, p.44), in discussing the junior college student, noted that the community college student was advancing in age level not only with the entrance of World War II and Korean veterans into higher education, but continuingly into the late 1950's with a 47% increase in students aged 25-34. The adult student was especially attracted to the community colleges "where men and women with work and family responsibilities can attend college in the home community without disrupting their personal lives." In 1975, Maeroff has written in the Sunday New York Times that the percentage of adult students beyond the normal 18-22 age group is

now the fastest growing segment in higher education, making up 48% of total enrollments. This theme is echoed by Hood (1975) who has written in a Journal of College Student Personnel editorial that the number of youth who will go to college at age 18 will remain constant in the 1970's and will decline rapidly in the 1980's and early 1990's. This change "will directly affect the roles of many student personnel workers," as increased numbers of part-time students, non-high school graduates, low cost tuition economy-minded, adult students will enroll.

Harcleroad and Armstrong (1972), in an ACT study of the rate of degree credit enrollment in relation to the college-age population (18-21 years of age), show a trend from 1960 to 1985 which reveals a changed rate from 52.96% to 117.95% by 1985. Such a prediction would indicate that if college-age student enrollments are static, even declining, adult student enrollments apparently are mushrooming. The scale is interesting (p.6, Table 1.1): 1960 - 52.96%, 1975 - 98.21%, 1976 - 100.97%, 1985 - 117.95%. A study of United States Census statistics on American Youth in 1974, cited by the Chronicle of Higher Education, predicts an "Enrollment Slow-down" in the next decade as the college-age (18-21) enrollment drops from nearly 16.9 to 14.388 million, and the adult student (22 and over) population grows from 11.1 to 12.4 million.

Gleazer (1975) cites a 12% increase in community college enrollments between fall 1973 and fall 1974, and comments that "part-time students are coming in steadily increasing numbers with the increase in women students particularly notable." He notes a 2[illegible]% increase in women part-time students in contrasting 1974 with 1973. Parker's study of 1972-1973 (p.460) found 47% of the part-time students were women and 53% were men. Shoulders (1968, p.10) studied women in public junior colleges

of Missouri and found that a large number of women were employed full-time while taking advantage of the opportunity to continue their education at a public junior college. She found a large number of "self-supporting young single women" were part-time students at those institutions.

Bruker and Taliana (1970, p.31) studied part-time students on the Edwardsville campus of Southern Illinois University and found that "he" was slightly more than 29 years old, serious in purpose, interested in a business or professional major, commuted an average round trip of twenty miles for evening classes, and was fully employed with part of "his" fees paid by "his" employer. "He" maintained a constant level of attendance throughout the year, including summer sessions. It is not clear from this study whether female part-time student characteristics may be distinctive. Bushnell (1973, p.134) makes a more glaring sexist distinction between male and female adult part-time community college students. Part-time women are mothers whose children are "successfully" grown, which is the women's first career. On the other hand, men work full-time and study part-time seeking to change occupations, upgrade levels of responsibility and income, and update job skills. He does not acknowledge that women can share these same adult student incentives based on current employment. Men study, he says, for intellectual stimulation and to rediscover the rewards of liberal education. He does not allow that these are adult needs rather than just male needs. He does not account for the working woman as a community college constituent, but reports women as only those mothers wishing to re-enter the labor market once the children reach school age.

Godfrey and Holmstrom (1970, p.70) report the median age of part-time students in community colleges and vocational-technical centers was

27 years, contrasted with the median age of 20 years for full-time students as reported by Bushnell (1973, p.19). Medsker's early report (1960, p.48) found that adult students in the junior college were younger than adult students in extension centers and high school adult education courses. Thirty percent were less than 26 years, and 9.5% were over 45 years in the junior colleges.

The ACE study, Financing Part-Time Students, (1974, p.1) makes the contemporary point that all students in post-secondary institutions are adult students with adult responsibilities both in terms of their role in society and in the academic environment. This description for the current decade when maturity has become legally affirmed at age 18 is a correction of the old distinction between high school graduate youth and college graduate adults or non-high-school graduate adult-types over 21 years of age. Further, the ACE report records that while 75.5% of the part-time students work full-time, 24.3% of the part-time students are not employed full-time. This contrast could suggest that we cannot assume that part-time students are necessarily night school students who work full-time days, but that a significant number of part-time students may be day students who work part-time at nights or who may be unemployed.

Lewis (1968, p.26f.) reports on Miami-Dade's week-end college which attracts evening students who wish to take a full-time student load, day students who are employed daytime on week-days and need week-end classes, junior high school students with outstanding academic ability who take algebra I, and exceptional high school students enrolled in English, mathematics, and secretarial science courses. The idea of part-time student as limited to adults is enriched by the realization that younger pre-college students can be part-timers. In addition, Lewis

found that week-end part-timers included women currently employed as secretaries, teachers, as well as women who were housewives. Sixty percent of the Saturday students were 25 years of age and older, in contrast to 17% for the regular college population. Of those week-enders over age 25, 37% were 40 years and older.

Cross (1971, p.173) calls to the attention of the higher education "establishment" that "millions of citizens are creating their own life-long learning models of education, and we may look forward to the day when education is not something to be completed before age 25. In the final analysis, enabling people to learn--however, whenever, whatever they need or desire to learn--is the aim of education."

The ACE study (1974) finds that higher education institutions have not generally been hospitable to the needs of part-time students. The study labels them outright discriminatory in the attitudes of academicians and policy-makers who long have held that

> "the failure to pursue and complete a degree program is largely frivolous and wasteful of academic resources. According to the critics, part-time students are not serious in their motivations, are not as competent as regular students, and, worst of all, adult education is synonymous with flower arranging, French and Chinese gourmet cooking and other less academic subjects." (p.31)

Harcleroad and Armstrong (1972, p.186), in studying faculty attitudes toward part-time students in the Massachusetts State College system, found 98% of the faculty felt that part-time students worked full-time and had families to support. Seventy-seven percent felt that women part-time students were mothers and housewives. Seventy-five percent felt that part-time students were college drop-outs.

Knoell (1971) stressed the need for part-time student programs because community college curricula planners tend to assume that their

student norm is the full-time, day-time student whose enrollment is uninterrupted following the prescribed sequence of courses. However, many deviate from this norm as students who alternate between full-time and part-time schedules, who do not attend college right after high school, who are under-prepared for college level courses, who are undecided about goals, and who drop in and out periodically. Schmitt (1975) warns that the human potential of adult students is wasted by higher education which discriminates against those whose work and family responsibilities prevent them from returning to a specific campus for regularly scheduled day classes oriented to the young adults of the college-age population. Empire State College (New York), Servicemen's Opportunity College, CLEP exams, external degree programs, night and week-end degree programs can conserve the adult student potential for the benefit of society.

In contrast to the discrimination against part-time students emphasized by some authors, other studies point toward positive part-time student attitudes. Bruker and Taliana found part-timers who "did not feel less cared for than full-timers." (p.32) They accepted the fact that certain functions and services are oriented to full-time and day-time students. Less than one-third of the part-timers felt that full-time day-timers got preferential treatment. However, part-time students wanted to be eligible for academic awards, to receive and be recognized by the student newspaper. Shoulders' study of women (p.11) found that part-time students need an orientation program, flexible scheduling to accommodate changing attendance patterns from one term to the next, more information about availability of counseling services to part-time students, financial aid for part-time students, and experimentation with teaching methods more suitable to adult learning.

In terms of motivation, Shoulders found that of 111 women students in Missouri public junior colleges, the 95 women under 40 years of age enrolled because of the low cost and opportunity to live at home, while all of the 16 who were over 40 went back to school for personal satisfaction and to update skills.

The ACE study (1974, pp.1-2) found that part-time students attend school (1) for personal and family reasons; (2) to continue their education because of salary incentives, peer group pressure or legal, relicensure, or professional certification requirements; (3) due to organizational goals; (4) in federal or state public problem-solving programs such as agricultural extension, law enforcement training, drug abuse education.

The ACE study plus other authors (Cross, 1968; Bushnell, 1973; Chronicle, 1974; Maeroff, 1975) emphasize the serious commitment and comparable or superior academic achievement by part-time students.

> "The part-time student appears to have equally or more serious motivations in terms of subject matter and occupational motivations for participation and drops out with less frequency; the part-time student has equal intellectual ability and more accrued experience to profit from exposure to academic learning; the part-time student achieves as well or better in academic performance." (A.C.E., p.38)

Adult students are less content with mediocre instructors, are more insistent that their individual learning needs be served effectively, and seek out "teachers who know what they are talking about." (Bushnell, p.89) Older students tend to experience fewer academic problems than younger students because of their experience in the world of work, of their maturity and responsibilities of home and family, of their going to college because they really want to rather than because of peer or parental pressure, and because "they only register for courses they have time to prepare for and cover adequately." (Maeroff, p.9)

In Medsker's study (1960, p.49), graduate students found that scholastic aptitude and achievement of evening/adult students in California junior colleges was higher than full-time day students and evening high school adult education students. Cohen (1971, p.92) found that regular day students differed from night students "at an extremely high rate of significance." Day students had less confidence, less stability, greater concern with self-identity and about the present and future; were more dogmatic, less creative, and less effective in critical thinking. Cohen suggested that night students were more secure because they held regular daytime jobs and indicated more vocational direction. Schultz and Ulmer (1966, p.39) contrasted achievement between day and evening students of different age groups and found that among young students (under 21 years of age) of higher ability there was no significant difference between day and night students. Among evening students, those over 21 did better than those under 21. Older (over 21) marginal evening students of lower ability scored higher than marginal day students. Younger day students of lower ability achieved higher scores when they changed to night courses. Schultz and Ulmer felt they had successfully challenged an assumption that evening classes were inferior to day classes by demonstrating that when achievement testing was applied to both day and evening students, evening students did as well or better than day students.

In summary, the literature testifies to the increasing number of part-time student enrollments in post-secondary education generally and in community colleges in particular. The literature documents an increasing proportion of community college students as adult, evening students: middle-aged males who seek job and income upgrading or vocational retooling; housewife-type mothers whose children are off to school and who now

seek a second career. Cross (1968, p.52) says we need to know more about the background and motivation of this student; we must gain greater understanding of his/her problems, "including the conflicting demands on the time and energy he (sic) has available for study." Stetar (1974, p.721) reminds the community college of the obligation in its educational mission to serve the educational needs of all citizens in the community. Bushnell (1973, p.86) refers to the prediction resulting from a study of the Empire State College that within five years nine times as many adults will be enrolled in non-traditional programs as there are credit students in more traditional colleges today. "These adults will be enrolled in learning activities outside the traditional full-time, day-oriented educational system." Increased leisure time, flexible course scheduling, dispersal of course sites to office and home will encourage the adult student to go to college while still at work.

Parker (1973, p.74) challenges and cautions the two-year college in the changing enrollment scene:

> "These schools have stressed good teaching, generally practiced open admissions, operated at low cost, have been highly innovative in curricula and community service, have served disadvantaged and minority groups commendably, and have been spared much of the stultifying effect of academic bureaucracies that so often plague baccalaureate campuses. Now that many of them are becoming mature institutions, they will need to be wary lest they lose their versatility and flexibility which have been so advantageous. The ossification of age is an academic health hazard against which any institution should be vigilant, and the public two-year schools are beginning to arrive at that juncture in institutional life. The aspects of mission described above remain on their agenda, and they have a special opportunity and responsibility to serve students and society in career education in the remaining 1970's and the 1980's. Their services will be needed."

Student Development

Some authors hint with negative innuendo that the field of student affairs has never had clear identity (cf. Clyde Parker, 1974). One does admit that at gatherings of student personnel educators much time and effort are spent on role definition, vocational ambiguity, and professional accountability. However, the changing profile of student services can be a testimony to the flexibility in response by higher education to the dynamics of student needs in contrast to a fixed and sterile pattern of institutional organization (Shaffer, n.d.). That is, the very fact that the form of professional service has adapted to changing functions in student needs is noteworthy and positive.

Over the past fifty years, three phases of development in student services have been identified (O'Banion, Thurston, Gulden, 1972; Hurst, Weigel, Morrill, and Richardson, 1973; Parker and Morrill, 1974). Initially, the college president appointed a dean to control the students by regulation, repression, and removal. He monitored student behavior as "warden" of the institution. Happily, against the abuses of this office the students eventually drafted and demanded their "bill of rights." As student rights diminished the autocratic role and rule of the Dean of Students office, specialists in services needed by students were being gathered under the administration of the Dean of Students. As high as thirty-six service functions have been identified attracting a corps of appropriately trained service people and a mesh of bureaus to meet the maintenance needs of students. In the post-World War II era, the third stage of student personnel work concentrated on a therapeutic service to those students who had serious problems. Counseling psychologists were closeted in clinical centers with opportunity to meet just a few students

with severest troubles. Some institutions did not move through each of these stages; some institutions have maintained each phase in their portfolios of student services. But increasingly some have moved from these now traditional patterns of student services to a human development concept.

For the first half century, student personnel services developed as a series of services reacting to forces within the college community, forces calling for control, maintenance, and remediation of students. In recent times, student personnel services have been developing as an active program for the shaping of forces within the total college experience to maximize the potential for the growth and development of students. As early as the 1940's, the American Council on Education called on student personnel workers to recognize that students are individually different and unique; that each is a whole self integrating emotional, affective, physical, social and intellectual resources; that education begins in the drives, interests, needs of each student (Parker and Morrill, 1974). Historically, education has been centered in the development of the student through the training of intellectual capabilities and skills that have been narrowly defined in the academic disciplines. But now student development is being defined by humanistically oriented educators and psychologists from the point of view that "man is a growing organism, capable of moving toward self-fulfillment and responsible social development, whose potential for both has been only partially realized." (O'Banion, Thurston, Gulden, 1972, p.203)

The contemporary student development program caps the move of student personnel services from the traditional control-oriented governing of student life by in loco parentis staff to the team of human development facilitators who assist students with those developmental tasks prerequisite

to constructive and successful interaction with their environment. A student development program no longer is controlled by a dean whose staff works within well-defined job descriptions, but rather consists of staff and students who can "shake themselves loose" and exercise personal responsibility and creativity in the innovations of developmental programs and procedures (Hurst, et al, 1973, p.11).

Parker (1974) lists three current uses of the term student development. The first he describes as "new humanism," notably of O'Banion and Thurston (1972). Student development is the structuring of a caring environment productive of growth toward self actualization. However, descriptions of student personnel workers and courses do not, for Parker, define the propositions of developmental theory which tell how students achieve the stated goals of growth and effective learning.

Parker then describes development as cognitive and behavioral complexity. By challenging a person's "equilibrium" new learning takes place to restore the lost balance. Such upending experiences contrast sharply with the humanistic self-growth potential described above. Critical to this complexity of restructuring is the risk that a person may not be assessed accurately as to the ability to stand up under upsetting development-promoting activity. Blocher (1974) defines growth as the function of a "dynamic equilibrium" between the needs and capacities of an individual and the levels of stress and stimulation in the environment. When the level of stress is above the ability to cope, one withdraws. When the level of stimulation is below, one is bored and unchallenged. In neither case, does positive growth occur. Blocher wants the educational system to create a dynamic equilibrium or "ecological balance" between the student and the environment to allow for maximum

growth. A student development program of "ecological balance" would include "structures" of opportunity, where tasks to be learned are balanced with mastery, of support where cognitive coping mechanisms are balanced with affective social relationships, and of reward when effort expended is balanced with satisfied needs (p.363f). Blocher's view of the complexity of equilibrium is a more hopeful student development theory than Parker's fear of risk in manipulating the equilibrium. Nonetheless, both sound too much like MBO, rather than embryo!

Smith (1974) contrasts these first two views of development as process-oriented humanism and goal-oriented behaviorism. The former he describes as a Rogerian client-centered activity of self-actualization. The latter he views as Skinnerian objectives stated in behavioral terms, with performance criteria as accountability measures. Smith proposes a student development program of behavioral humanism in which goals are humanized and attainable and objectives are constructive and specific. He cites Maslow's "good person" and Landsman's "beautiful and noble person" as the ultimate developmental objective for individuals in contemporary society. Such students would be passionate with themselves, productive in relating to their external world, and compassionate toward others (p.516).

Parker's third psychological construct is his preference for development as stages or hierarchical. Piaget's stages of development recognize distinct and qualitative differences. Maslow's hierarchical theory outlines the sequence of developmental tasks to be mastered. In each, Parker applauds the necessity to specify the particular behaviors characteristic to the particular stage or station, and the specific task which must be mastered in order to make progress.

Parker's critical appreciation for "solid developmental theory", as applied to student development programming, seems to be the necessary correction both to a naive humanism and a manipulative behaviorism, as long as at each stage along the student's way a good, beautiful and noble person is developing.

Crookston (1973), Larsen (1973), Hurst, et al (1973) trace the movement of counselors from the historic role of passive, reflective, remedial professional service to an active, preventative, collaborative, encountering, even confronting relationship with students and increasingly with staff. Blocher (1974) uses the term developmental to describe counseling services as moving away from psychiatric diagnostic reference regarding normative behavior to the greater counselor interest in human effectiveness. Educational institutions were established, Blocher recalls, in order to help children and youth grow and develop in valued directions toward full adulthood and humanity. Larsen (1973) observes that student development center counselors encourage students toward self-direction and independence, teaching students to cope with life situations not by adjustment but by overcoming obstacles and frustrations. Counselors cannot isolate themselves with the few critical cases, waiting for students to be brought into their care, as in the medical model. Rather counselors need to venture forth providing services for the development of the general student body, working with visible groups of students needing help in reaching positive goals. Larsen (1973, p.225) writes: "The returns to the students and the college will be much greater in working with a large number of students facilitating their normal development, than in trying to salvage a few with more serious problems."

O'Banion's favorite phrase for counselors is "human development facilitators." Counselor activity involves a variety of areas: encounter group leadership; organization of community laboratory experiences, identification of participatory activities, not "sandbox" play; training of peer student educators as tutors and counselors; evaluation of institutional rules and regulations for relevancy to community college students; creation of the climate for growth and development (O'Banion, Thurston, Gulden, 1972). Palomares and Rubin (1973) emphasize the responsibility of student development counselors for teacher-training, providing supportive guidance to faculty using affective learning activities, helping teachers get in touch with their own personal dynamics, reinforcing teacher confidence to lead a group experience because they care about their students, developing in-service sessions for teachers in human development techniques to reduce the amount of energy spent by counselors in remediation. Berg (1972) warns counselors not to avoid responsibility for the development of instructors who seem unconcerned about the affective needs of students, or who feel such needs are not the business of a college, or who feel they meet these needs adequately in the classroom. The student development specialist looks also at the faculty member as a developing individual.

Hurst, et al (1973, p.10) view the contemporary movement for change in student personnel services from a primary concern with "the remediation of casualties" to the developmental approach designed (a) to modify the academic and social environment in constructive ways; (b) to teach students living in the college environment the skills necessary for the full utilization of that environment; (c) to study the student and the environment

to provide a data base and directionality for programs designed to implement (a) and (b).

Restructuring for modification and change of the educational environment involve the administrator in serious responsibilities. There is the potential threat to the roles of persons involved. Staff needs to participate in conceptualization and decision-making. Other administrative and organizational structures become involved. The restructuring process must be kept alive by ongoing experimentation and flexibility. Goals and objectives need continuing reassessment. Harvey (1974, p.246) describes curriculum as a primary arena of activity for the student personnel administrator. As the advocate for student-centered curricula, the administrator must direct attention to effecting curriculum development in favor of the student. Student needs must be determined. Faculty and administration--this writer adds students--then interact to design curricula reflecting those needs. The student personnel administrator facilitates student development by establishing an effective and potent educational environment not only in classroom and curricula, but in the total institution and community, striving to bring all major constituencies into a concern for the student. If this were to happen, Harvey observes, the student development administrator will have phased himself right out of a job.

Parker and Morrill (1974), like Hurst et al, remind the student personnel administrator that failures are a valuable experience in student development programs, and one surmises are more frequently experienced than the successes, else more risks would be taken. Not only must the administrator be careful to specify objectives, identify needs, keep faith with the time and setting for which the program is applicable, but also

provide for the self-destruct of the program when the need is satisfied or when the program is unable to fill the need, or when saboteurs set in.

For administrators who are facilitative of student development philosophy and programs, Cross (1973, p.79) admonishes:

> "It is too early to begin the training of applied behavioral scientists as practitioners in student development. We just don't know enough about it. Until we can measure the existence of personal maturity in an individual, we are in an untenable position to know how to bring such maturity about."

Blocker and Odom (1972), O'Banion, Thurston, Gulden (1972) said it earlier: There is a "paucity" of research in student services, a decided lack of evaluation of the effectiveness of services. Hipple (1973), Walton (1973), White (1974), Kleeman (1974) are beginning to publish positive results of their research into human potential experiences. Administrators can be encouraged, with moderation.

Hill (1974) discusses student development attitudes in administrators. One cannot react defensively to change. One must establish a high degree of trust with colleagues, faculty, and students. Self-confidence and role-satisfaction are helpful for open and honest communication. Openmindedness copes better with unfamiliar tasks. Administrative power can be halved into group process to be shared with organizational control. Communication which flows up, down, and sideways builds in others a trust in the opportunity to communicate. To help others to grow, an administrator must be growing. Leadership is the ultimate responsibility developed in the administrator by the participation of all concerned.

The proposition posed by this study is that student development objectives can be approached through a realistic evaluation by the student

personnel staff of the changing student profile with accompanying adjustment of student personnel services to the needs and objectives of the contemporary community college student.

CHAPTER III. STUDENT PROFILE

Harrisburg Area Community College was founded in 1964 as the first of the community colleges in Pennsylvania. The initial student enrollment numbered 429, and classes were held in the buildings of the old Harrisburg Academy. In the academic year 1967-1968, the first buildings of a new campus were opened to the student body of 2947. By the time of the celebration of the tenth anniversary of the college, in the fall of 1974, student enrollment was 4315. The focus of this study is fall 1975 when 4590 students attended Harrisburg Area Community College not only on the 175-acre campus, capitalized at $18 million dollars, but also at a dozen off-campus sites where classes are held in businesses, military installations and government offices, fire and police stations, suburban and small town school buildings.

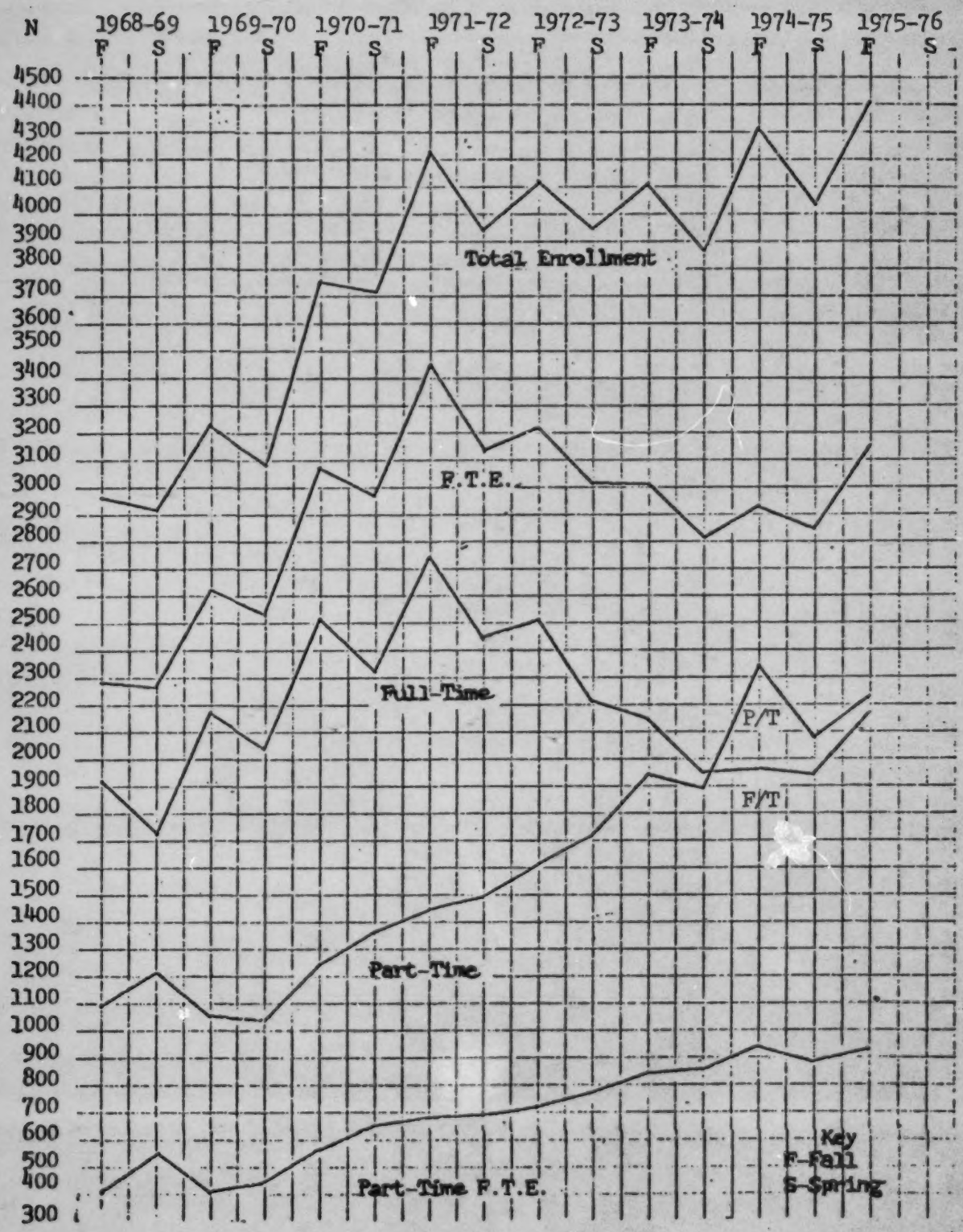
This chapter discusses the enrollment trends since 1968-1969 when the first research report on a student profile was prepared (Snyder and Blocker, 1969). Descriptions will follow with selected characteristics of full-time, part-time, adult, and non-credit students enrolled for the fall term 1975.

Enrollment Trends

Figure 1 shows that the first enrollment peak for Harrisburg Area Community College occurred in the fall term of 1971, with an enrollment of 4221 students. Since 1964, enrollment had dramatically grown each year until local and national phenomena were to affect the continuation of this growth in 1972.

Figure 1

Enrollment Trends: 1968-1975



First, Selective Service inductions were discontinued for many post-high school male youth who no longer needed to enroll in college as full-time students for deferment. The national economic conditions limited employment opportunities for many youth. College degrees lost some luster. College enrollments declined as inflationary costs spiralled. Admissions officers competed more vigorously for students benefited by lowered selective admissions criteria. The pool of high school graduates stabilized after years of no-growth birthrates. Locally, Hurricane Agnes of June 1972 wrecked its devastation on the Susquehanna River valley, and some stayed home to help with the clean-up, while others spent tuition funds for restoration and repair.

Table 1 shows that from fall of 1971 to fall 1974 full-time enrollment fell by 800 students while part-time enrollment increased by 900 students. Full-time equivalent (F.T.E.) enrollment decreased by over 500 students in the same period, since it takes 2.5 part-time students to make one F.T.E. in Pennsylvania where 12 credit hours is the full-time definition. In fall 1975, the declining enrollment trend was reversed.

Table 1

Enrollment Statistics: 1971-1975

Year	Headcount			F.T.E.
Fall Term	Full-Time	Part-Time	Total	Total
1971	2768	1453	4221	3441
1972	2510	1602	4112	3219
1973	2158	1956	4114	3008
1974	1965	2350	4315	2918
1975	2236	2324	4560	3243

A significant trend is seen in the changing ratio of full-time to part-time student enrollments. The literature cites a movement from a 70:30 ratio of full-time to part-time in the 60's to a 50:50 split in the 70's. In the fall of 1968 at Harrisburg Area Community College,

full-time students accounted for 63% of the headcount and 82% of the F.T.E. In fall 1975, the number of full-time students had slipped below the majority, representing 49% of the headcount and only 69% of the F.T.E.

A second major trend across the decade of the college history has been the changing balance of male and female students. Figure 2 shows that the ratio of full-time males and females has changed about 12%, with the increase found in full-time female students. The trend in part-time students was more erratic in the early history of the college, but since 1970 has leveled off at about 55:45, male to female. The balance at Harrisburg Area Community College is not too far removed from the national ratio approximating 50:50, cited by Parker.

Finally, data from the National Center for Education Statistics gives a base for comparison of Harrisburg Area Community College's current growth rate between 1974 and 1975 with that of two-year colleges in Pennsylvania and nationally.

Table 2

Two-Year College Enrollment Change: 1974-1975

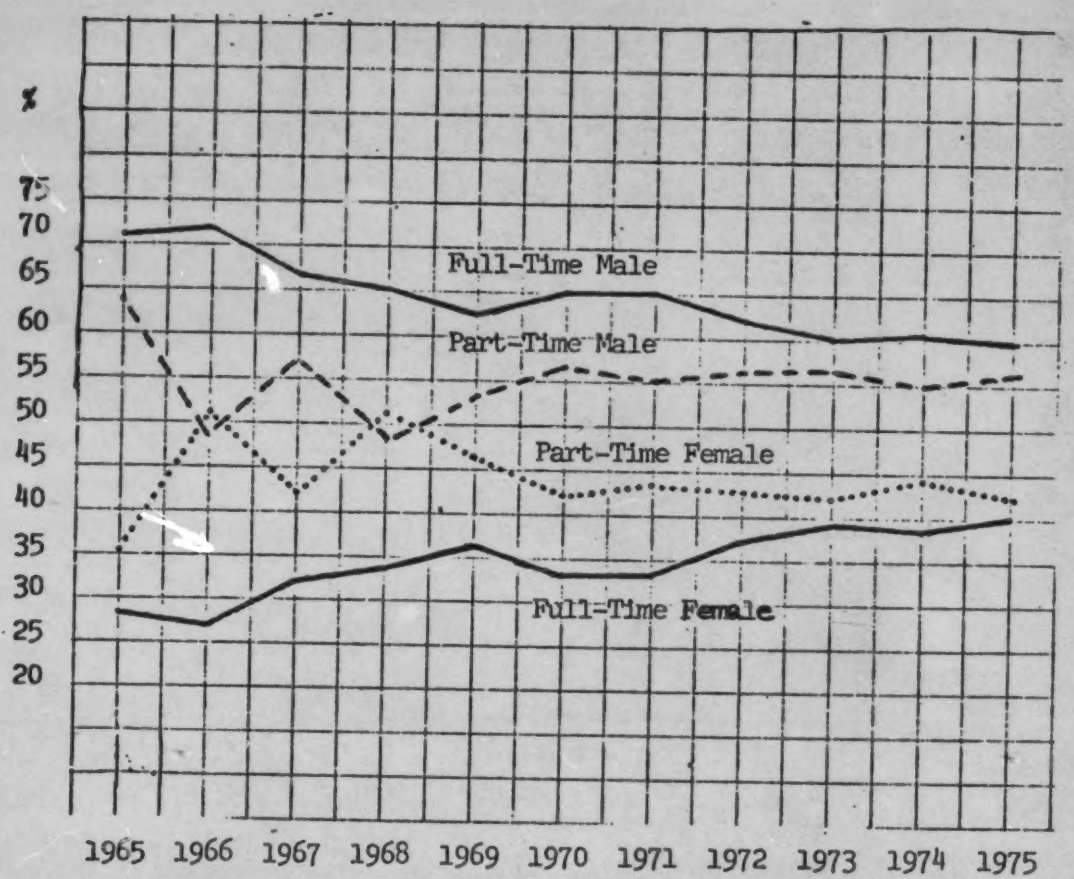
Enrollment	National (Public)	Pennsylvania (Public)	H.A.C.C.
Total Enrollment	+16.8%	+14.0%	+ 6.0%
Full-Time Men	+18.4	+ 7.6	+ 9.0
Part-Time Men	+17.6	+19.0	+ 3.2
Full-Time Women	+16.2	+10.3	+16.3
Part-Time Women	+15.3	+21.0	- 1.1
First-Time Students	+ 9.3	+ 1.2	+ 2.9

Source: National and Pennsylvania - National Center for Education Statistics, Department of Health, Education and Welfare, Report NCES 76-134, December 5, 1974.

Table 2 shows that despite its increased part-time enrollments, Harrisburg Area Community College lags behind Pennsylvania part-time student growth by 15% to 20%, men and women respectively. Even though it is a bit above full-time student growth in Pennsylvania, especially

Figure 2

Comparative Enrollment by Sex (1965-1975)



for women (6%), it is significantly behind the two-year colleges in the state by 8% in total enrollment growth.

Nationally, Harrisburg Area Community College meets the growth rate only for full-time women, but drops nearly 10% behind in full-time men and even farther behind in part-time enrollments (15%). On the other hand, Pennsylvania exceeds the national rate of growth for part-time students, thus indicating that even though the growth of part-time students at Harrisburg Area Community College has been impressive, it is not at the pace of public two-year college part-time student growth in Pennsylvania nor nationwide. Full-time student growth at Harrisburg Area Community College has kept more in pace for 1974-1975 with current trends for men in Pennsylvania and for women nationally.

Selected Characteristics

In 1969, Harrisburg Area Community College published A Profile of Students (Research Report No. 1), a study by Fred A. Snyder, Director of Institutional Research, and the president, Clyde E. Blocker. A questionnaire was distributed to students enrolled on campus in April, and a response of about 50% was received. The authors felt that the respondents reflected a reliable sample of the student body and proceeded to describe the initial profile of students at Harrisburg Area Community College. However, more than 500 part-time students enrolled in off-campus classes were omitted from the questionnaire survey. As a consequence, only about 20% of the part-time students were reflected in the findings of Research Report No. 1. Off-campus students at that time consisted of adult civilian employees at several area military bases and student nurses at two general hospitals. One uses this summary profile only in a general way and with caution.

Table 3 shows the enrollment comparison of spring term 1969 with the second point of focus for this study. Computerized data was retrieved for all students enrolled as of October 1, 1975. The use of this data in contrast to the audit data for official enrollment date (September 16, 1975) reveals a shift of 85 students from full-time to part-time enrollment status and a loss of 23 students who withdrew from college after the September date of no tuition refund. An informal alphabetical sample of the changes from full-time to part-time course load indicated that most changes suggested academic decisions, involving the drop of a more difficult course in mathematics, accounting, or the sciences.

Table 3

Enrollment Comparison: 1969, 1975

Enrollment	1969	1975
Full-Time Students	1717 (58.7%)	2236 (49.0%)
Part-Time Students	1206 (41.3%)	2324 (51.0%)
Total Enrollment	2923	4560
F.T.E.	2266	3243
Students included in study	1024	4537
Full-Time	757 (73.9%)	2128 (46.9%)
Part-Time	267 (26.1%)	2409 (53.1%)

Table 4 shows that a comparison of age distribution supports "the enrollment slow-down" reported in the literature. The enrollment of college-age students, 20 years and younger, declined by nearly 12%. The decrease in young female students was nearly 25%. The accompanying increase in number of adult students, defined in Harrisburg Area Community College studies as those 21 years of age and older, is greatest in the age group of 25 years and older, especially for women 35 years and older. This shift from post-high school to middle-aged distribution has strong implications for student services which traditionally in recruitment articulation and activities programming have concentrated on the younger-

aged student. In 1969, the average student age was 22.9; in 1975, 25.7 years.

Table 4

Age Group Comparison: 1969, 1975

	1969			1975		
Age Group	Male	Female	Total	Male	Female	Total
Ages 20 and younger	47.2%	68.4%	53.6%	39.8%	44.5%	41.8%
21 to 24	25.4	13.1	21.7	19.7	18.7	19.3
25 to 29	13.2	5.9	11.0	19.6	12.9	16.8
30 to 34	7.2	4.1	6.2	9.7	8.4	9.1
35 and older	6.6	7.8	7.0	10.6	14.3	12.2
Age not available	0.4	0.6	0.5	0.6	1.2	0.8

Table 5 shows additional descriptive categories available for comparison with the 1969 student profile. In 1975, there are more sophomore-level students, more married students and more veterans. The percentage of male students decreased by nearly 10%, approaching more nearly the 50:50 sex distribution cited above in the literature.

Table 5

Selected Characteristics Comparison: 1969, 1975

Characteristic	1969	1975
Class: Freshman	80.3%	66.2%
Sophomore	19.7	33.8
Sex: Male	67.7	58.0
Female	32.3	42.0
Marital: Single	74.4	65.1
Married	23.9	30.2
Other	1.7	4.7
Veterans	15.9	20.4

In 1969, there were 20 career curricula in Business, Engineering Technologies, Allied Health and Police vocations. In 1975, the six academic divisions of the college offer 41 career curricula. This expansion of vocational alternatives is reflected not only in the 1975 increase of enrollments for Business, Allied Health and Police career curricula but also in "other" curricula of Art, Human Services, and Recreation. Table 6 shows also that enrollments in transfer curricula

dropped heavily by 1975. Decreases were greatest in the Elementary and Secondary Education curricula, reflecting the employment vacuum for teacher education graduates during the seven-year interim. In recent years, student services staff have deliberately cautioned students about severely limited employment opportunity in teaching.

Table 6

Curricular Comparison: 1969, 1975

Curricula		1969	1975
Career:	Business	14.2%	20.1%
	Engineering Technology	6.4	6.1
	Allied Health	2.0	5.9
	Police	6.7	12.7
	Other	0.5	5.2
Transfer:	Business	9.1	10.8
	Language Arts	3.9	4.5
	Elementary Education	11.3	1.9
	Secondary Education	5.8	1.7
	Engineering	2.1	2.2
	Life Science	2.3	3.5
	Math, Physical Science	3.2	1.5
	Social Science	7.9	5.2
Totals:	Career	29.8	49.9
	Transfer	45.6	31.3
	Developmental (1969)	5.8	
	Liberal Studies (1975)		6.8
	Special/Guest Students	18.8	12.0

Snyder and Blocker's 1969 study of student profile did not distinguish between full-time and part-time student characteristics. Before turning to a 1970 study of the adult student, who for the most part was a part-time student, this chapter will take a more complete look at the contrast of part-time to full-time students in 1975.

Part-Time Students

In the spring term of 1974 for the first time the enrollment of part-time students and full-time students reached the national trend of 50:50. By October 1975, 53% of the student body were part-time

students. Table 7 shows the contrast of selected characteristics for full-time and part-time students.

Table 7

Full-Time/Part-Time Selected Characteristics: 1975

Characteristic	Full-Time (n=2128)	Part-Time (n=2409)
Class: Freshman	1229	1774
Sophomore	899	634
Sex: Male	1276	1357
Female	852	1052
Marital: Single	1797	1158
Married	284	1085
Other	47	163
Veteran	353	584
Financial Aid Recipient	562	228
Ethnic: Black	167	232
Latin American	6	6
American Indian	6	5
Oriental	10	18
Caucasian	1860	2069
No response	79	79

The freshman status of nearly three-quarters of the part-time students quite obviously relates to the first-time entry of these students taking one or two courses. However, the implications for student services are real as concerns academic counseling, college orientation, and services to new students based on part-time student schedules and access. Nearly one-half of the part-time students are married, suggesting that home and family responsibilities may compete for the student's priority with full-time work and part-time study. Twice as many full-time students receive financial aid as part-time students, since major federal and state aid resources have not been available to part-time students. Most part-timers with financial aid receive Harrisburg Area Community College scholarship funds, law enforcement grants, or private agency funds. Nearly two-thirds of the veterans are part-time students. More of the blacks and more of the women are part-time students than are full-time.

Table 8

Full-Time/Part-Time Student Status: 1975

Status	Full-Time (n=2128)	Part-Time (n=2409)
Readmit	89	683
Reverse Transfer	187	296
Degree Candidate	1009	641
Non-High School Graduate	219	466
Accelerated High School Student	33	23

Table 8 shows that most readmitted students are part-time students. This means that when students drop out of Harrisburg Area Community College for a semester or more, most of them (90%) return as part-time students. A majority of the reverse transfer students who come to H.A.C.C. from other colleges are part-time students. About 40% of the high school students who attend H.A.C.C. during their senior year come on a part-time schedule, while 60% carry a full-time college academic load as high school seniors. Students at H.A.C.C. who never graduated from high school are part-time students 2:1 more than full-timers. Only about 25% of the part-time students are degree candidates, while over one-half of the full-time students plan to take their degree. The part-time student at H.A.C.C. fits the non-traditional mould--drop-in, drop-out; comes to the community college after experience at another college; a high school drop-out; an accelerated high school senior; one who takes courses without regard for a degree.

Table 9

Day/Night Students: 1975

Time	Full-Time	Part-Time	Sample Part-Time
Day	1173	406	442
Night	28	447	579
Both	51	129	146
No reply	875	1427	—

Table 9 shows the number of day and night students among both full-time and part-time students. In order to substantiate the part-time

distribution, since computer information was not available for over one-half of the students, an alphabetical sample of part-time registrations reflected similarly the computer data. Moreover, sampling revealed that nearly one-half (46%) of the day part-time students are men. This is an interesting finding in view of the literature which generally refers to part-time students as evening students, with mostly women available for daytime part-time studies. It is clear from this study that two-fifths of the part-time students are day students, and nearly one-half of those are men.

Table 10

Full-Time/Part-Time Student Employment Status: 1975

Employment Status	Full-Time		Part-Time	
Employed full-time	84	7.1%	574	60.6%
Employed part-time	584	49.5	149	15.8
Military	0	—	8	0.8
Homemaker	20	1.7	66	7.0
Full-time student	432	36.6	108	11.4
Part-time student	51	4.3	31	3.3
Retired	6	0.5	5	0.5
Other	4	0.3	6	0.6

Table 10 shows the employment status of students who voluntarily supplied additional personal information requested of all new students at time of initial registration at Harrisburg Area Community College. From 55% to 60% of the full-time students responded to the Input Information Form, depending on the questions, and about 40% of part-time students. Interestingly, about 7% of the full-time students are employed full-time, which is strongly discouraged by the college in its catalogue and student handbook information. Equally interesting is the 11% of the part-time students who consider themselves to be full-time students despite a reduced credit hour load. Table 11 shows that one-fourth of the full-time students work more than 20 hours a week, the limit recommended by the

college for full-time students. 20% of the part-time students do not work at all, suggesting unemployment, housewives, time potentially available for activities and campus involvement, with nearly 20% more working only part-time. However, most striking is the clear indication that one-half of all full-time students work part-time and the majority of part-time students work full-time. The heavy work commitment of community college students, as cited in the literature (Cross; A.C.E. study) and documented for Harrisburg Area Community College students, has significance for student services regarding traditional concepts of student availability, interests, and activities. Work itself is a real student activity for most students.

Table 11

Full-Time/Part-Time Student Hours Worked: 1975

Hours	Full-Time		Part-Time	
0	411	32.8%	200	20.4%
1-20	537	42.9	170	17.3
21-35	233	18.6	86	8.8
36 and more	72	5.7	526	53.5

Table 12 shows that nearly one-third of the full-time students are older than the traditional college age group, 18 to 21 years old. A significant number (17%) of male full-time students are in the age group spread of one's strongest working years, 25 to 55 years old. About 20% of the female full-time students are between the ages of 21 and 35.

Among the part-time students, about 17% are under age 21 and 40% are under age 25, in contrast to the community college part-time student stereotyped as a middle-aged adult. Young male part-time students may be a portion of that daytime sample referred to above. The concentration of part-time female students, age 35 and older, may also be part of the daytime crowd. However, a considerable segment (60%) of part-time community

college women are in the young adult age group of working, career-oriented women, in contrast to the literature's stereotype (Bushnell) of the middle-aged woman who is a bored mother and second career explorer.

Table 12

Full-Time/Part-Time Age Group Distribution: 1975

	Full-Time			Part-Time		
Age Group	Male (n=1276)	Female (n=852)	Total (n=2128)	Male (n=1357)	Female (n=1052)	Total (n=2409)
Ages 15 to 19	837	656	1493	211	191	402
21 to 24	218	102	320	301	254	555
25 to 29	144	49	193	373	197	570
30 to 34	39	24	63	215	126	341
35 to 39	17	6	23	111	96	207
40 to 44	10	6	16	67	56	123
45 to 49	5	5	10	26	51	77
50 to 54	3	1	4	25	41	66
55 to 59	3	1	4	13	19	32
60 and older or n/a	0	2	2	15	21	36

The factor of age was a feature explored by a second student profile researched in 1970 by Snyder and Blocker, The Adult Student Population (Research Report No. 6), which concentrated on the adult student, defined as 21 years of age and older. Since 60% of the Harrisburg Area Community College student body is 21 years of age and older, it is important to look at these students, especially as they number an even larger share (85%) of the part-time student body.

Adult Students

In the spring semester of 1970, Snyder and Blocker found that about two-fifths of the total student body were adult students. Age 21 and above described those "adult" students whose education was interrupted at some point since high school graduation and who did not move directly through college. The year or more of interruption in schooling provided these students with adult experiences of military service, the

world of work, marriage, travel, and other opportunities unavailable to Harrisburg Area Community College students right out of high school. Now, however, the age of legal adulthood has dropped to 18, suggesting that the adult student age descriptor may have to be redefined. Adulthood for students may more suitably be applied to those immersed in the world of work as contrasted with the campus social world. Nonetheless, this study retains age 21 to define adults.

Table 13

Adult Student Comparison: 1970, 1975

		1970		1975
Students Studied	n=1002	32.4%	n=2642	58.2%
Full-Time Male		36.8		27.7
Part-Time Male		63.2		72.3
Full-Time Female		27.8		18.5
Part-Time Female		72.2		81.5
Full-Time Total		34.1		24.0
Part-Time Total		65.9		76.0

Table 13 shows that there is an increase of 10% across the board in the proportion of part-time adult students, male and female, enrolled for 1975.

Table 14

Adult Student Age Comparison: 1970, 1975

	1970			1975		
Age Group	Male	Female	Total	Male	Female	Total
21-24	50.6%	31.4%	44.9%	32.7%	33.7%	33.1%
25-29	22.9	22.1	22.6	32.6	23.3	28.9
30-34	11.4	14.4	12.3	16.1	14.2	15.3
35 and older	15.0	32.1	20.2	18.6	28.9	22.7
Totals	70.0	30.0	100.0	60.0	40.0	100.0

Table 14 shows a smaller percentage in 1975 of young adults in the age group of 21 to 24 years old, especially among male students. The female age distribution remains similar for the two periods under study, but over all the female share of adult student enrollment at Harrisburg

Area Community College increased by 10% in 1975, a trend cited in the literature (Gleazer).

A comparison of Grade Point Average, as shown in Table 15, reveals that the adult student's academic average in 1975 is clustered more in the 1.50 to 3.0 range with less carrying a cumulative 3.0 or better in 1975 than in 1970. This comparison gives rise to interesting speculation concerning academic advising services for adult students. However, the comparison may be distorted because the 1970 data is based on questionnaires which may have been returned more by the type of student who carries a better academic average, whereas 1975 computerized data was available for every adult student.

Table 15

Adult Student Grade Point Average Comparison: 1970, 1975

G.P.A.	1970	1975
0.01-0.49	1.4%	0.6%
0.50-0.99	0.3	2.0
1.00-1.49	2.3	4.4
1.50-1.99	7.8	12.6
2.00-2.49	19.0	18.3
2.50-2.99	21.3	24.6
3.00-3.49	27.2	19.7
3.50-4.00	20.6	17.8

Literature on the community college student suggests that the adult student does a better job with academic study than does the younger student (Medsker). Cohen suggests that this may be due to a greater sense of security and more experience in the world of work as contributing to better academic performance by adult students as measured by G.P.A.

Table 16

Adult Student G.P.A. Achievement: 1975

Academic Standing	Adult Students	Students under age 21
Probation: less than 2.0	19.6%	24.9%
G.P.A. 2.0 and better	80.4	75.1
G.P.A. 3.0 and better	37.5	27.0
High Honors: 3.5 and better	17.8	10.4

Table 16 shows that adult students at Harrisburg Area Community College in fall term 1975 possessed higher grade point averages than the younger students, with fewer students on probation and more students with a cumulative 3.0 and higher.

The trend in curriculum selection by adult students is similar to the change from transfer to career curricula reported earlier in this study. Table 17 shows the increase in business career enrollments between 1970 and 1975, with a decline in business administration transfer enrollments. Again, education and liberal arts transfer enrollments show the decline reflected in the changing job market.

Table 17

Adult Student Curricular Comparisons: 1970, 1975

Curriculum	1970	1975
Career		
Business	11.7%	21.6%
Engineering Technologies	6.5	5.7
Allied Health	2.7	6.8
Police	10.4	12.5
Other		4.3
Transfer		
Business	13.9%	10.5%
Language Arts	3.5	3.6
Elementary Education	9.5	1.5
Secondary Education	5.5	1.3
Engineering	4.0	2.0
Life Sciences	1.6	2.0
Math and Physical Science	2.1	1.1
Social Science	8.0	5.1
Totals		
Career	31.2%	50.9%
Transfer	48.0	27.2
Developmental (1970)	4.5	
Liberal Studies (1975)		5.2
Special/Guest	16.3	16.7

Table 18 shows that the employment status of adult students has not changed dramatically. More of the adults are employed part-time, so

that three-fourths of the adult students in 1975 are working people whose access to services is restricted by work and class schedules and whose availability for campus activities and college participation is constrained by employment commitments. 1975 also shows a slight increase in the housewife/homemaker adult students.

Table 18

Adult Student Employment Status: 1970, 1975

Status	1970	1975
Employed Full-Time	55.2%	54.5%
Employed Part-Time	11.6	16.5
Military	1.3	0.7
Homemaker	6.7	8.4
Full-Time Student	18.0	16.0
Part-Time Student	5.7	2.3
Unemployed (1970)	1.4	—
Retired (1975)	—	0.9
Other	1.1	0.7

Snyder and Blocker's adult student study of 1970 did not include adult non-credit students, the subject of the final section of this chapter.

Needs and Goals

The Snyder and Blocker research reports gathered student information by means of follow-up questionnaires distributed to on-campus students (1969) and adult students (1970). Subsequently, items used in these survey instruments were revised by the research office for use as an Input Information Form to be completed by students at the time of initial enrollment. Summary items concerning employment status, ethnic identification, educational goals have already been referred to in this study. An additional item, Special Needs and Goals, warrants inclusion here as an indication of what expectations students have at the outset of their college experience.

Students responding to the Input Information Form represented about 50% of the full-time student population of fall term 1975 and about one-third of the part-time enrollment. Staff familiar with student attitudes at time of registration know that part-timers, especially one-course students, are much less eager to take the time to fill out the input survey instrument, even though brief in format.

All of the respondents agreed that their primary need was "to further education while maintaining full-time or part-time employment." When the literature recommends (Cross) that institutional studies must find out what are the complicating demands upon student time and energy available for study, it is clear that for students at Harrisburg Area Community College the employment work-load is an admitted competition to study. Table 19 shows the distribution of Special Needs and Goals for full-time and part-time students.

More full-time students chose other items as of first importance: economy of going to college at home, desire to live at home, needing assistance with career decision, and the need for financial aid. Less than 10% of the full-time students expressed concern about social life, need for placement in local employment, or remedial academic help. Desire to please parents and help with personal problems received less than 1% response, although it is possible that "desire to please parents" could be a factor in "living at home" as much as in the economic factors of "maintaining employment" and economizing by "going to college locally."

Of second and third choice importance to full-time students were the needs to live at home, to take advantage of low-cost tuition and maintain employment while going to college. The need for career counseling was added as important among second choices, and social life was added as a third choice.

Table 19

Special Needs and Goals: 1975

Need	Most Important Need			
	Full-Time		Part-Time	
1. Financial aid for college	119	10.8%	65	7.2%
2. More social life	84	7.2	61	6.8
3. Save money at local college	212	18.2	62	6.9
4. Live at home while at college	180	15.4	70	7.8
5. College aid in local employment	74	6.4	36	4.0
6. Maintain employment while in college	241	20.7	488	54.2
7. Please parents	4	0.3	2	0.2
8. Need personal help	2	0.2	3	0.3
9. Career/vocational counseling	183	15.7	69	7.0
10. Developmental course preparation	66	5.7	45	5.0
	n=1165		n=901	

Need	Second Most Important Need				Third Most Important Need			
	Full-Time		Part-Time		Full-Time		Part-Time	
1.	55	5.1%	50	6.8%	47	5.2%	36	6.5%
2.	71	6.6	65	8.9	98	10.8	74	13.4
3.	228	21.2	121	16.6	150	16.5	85	15.4
4.	244	22.7	145	19.8	167	18.4	109	19.8
5.	66	6.1	43	5.9	80	8.8	33	6.0
6.	214	19.9	134	18.3	109	18.6	63	11.4
7.	8	0.7	4	0.6	24	2.7	12	2.2
8.	5	0.5	12	1.6	9	1.0	14	2.6
9.	143	13.3	101	13.8	104	11.5	75	13.6
10.	42	3.9	56	7.7	59	6.5	50	9.1
	n=1076		n=731		n=907		n=551	

For part-time students the distribution of Special Needs and Goal was quite similar to that of full-time students, with an even heavier emphasis on the priority of holding a job while going to school. The need for remedial help through developmental courses and for a more active and satisfying social life were of second and third importance to more part-time students, along with the economic advantage of living at home and going to the local college. It is true at Harrisburg Area Community College, as the literature suggests, that students go to the community college for the economic realities of job needs and low costs.

Non-Credit Students

No previous study of students at Harrisburg Area Community College has included an analysis of non-credit students. Snyder and Blocker (1970, p.1f.) refer to over 400 adult students enrolled in one of several seminars, workshops and institutes during the 1969-1970 academic year. However, since these were by and large training programs designed for workers in businesses, state government offices, hospitals, engineering firms, and police agencies, the authors felt their questionnaire did not apply to students in such non-credit programs.

In 1975, the college department for continuing education, the Community Resources Institute, reported nearly 2000 non-credit students were enrolled in programs such as the Criminal Justice Training Center, community education programs, and contracted educational activities between outside agencies and Harrisburg Area Community College. The following non-credit student profile was compiled from computer data available for 1475 students enrolled in non-credit community education programs held between September 1 and December 31, 1975, a period comparable to the fall term 1975 used for the credit student profile.

Table 20

Non-Credit Student Selected Characteristics: 1975

Age	n	%	Male	Female	Single	Married	Other	Black
15-19 years	62	5.7	22	40	57	3	1	5
20-24	232	21.5	77	153	146	75	9	6
25-29	240	22.2	94	145	63	159	17	9
30-34	126	11.7	68	57	22	95	8	7
35-39	80	7.4	42	36	17	57	4	6
40-44	70	6.5	29	41	9	56	4	4
45-49	80	7.4	28	49	7	62	7	2
50-54	85	7.9	45	39	6	69	8	1
55-59	47	4.4	22	24	3	33	10	2
60 and above	57	5.3	31	25	20	27	8	1
no response			11	12	5	7	0	1
	1079	100.0	469	621	355	643	76	44

Table 20 shows that there is a high concentration of young adults in non-credit programs at Harrisburg Area Community College. Nearly 60% of the students are between 20 and 35 years of age, with one-half of the women between 20 and 30 years old. Again, nearly one-half of the students between ages 20 and 30 are single.

Table 21

Non-Credit Student Reasons for Attending H.A.C.C.: 1975

Reason	First	Reason	Second	Reason	Third	Reason
New occupation	81	5.9%	30	2.4%	23	2.1%
Present job needs	303	22.0	55	4.3	12	1.1
Promotion in job	12	0.9	63	4.9	49	4.4
Other knowledge	105	7.6	160	12.5	103	9.3
Paid to attend	3	0.2	5	0.4	9	0.8
Everyday life	158	11.5	164	12.9	114	10.3
Personal satisfaction	504	36.6	363	28.4	248	22.5
Cultural development	41	3.0	192	15.0	194	17.6
Recreation	126	9.2	237	18.5	266	24.1
Other	43	3.1	9	0.7	86	7.8
	n=1376	100.0	1278	100.0	1104	100.0

Table 21 shows that there is a strong desire to take non-credit courses for personal satisfaction. Another strong motive for some is to gain increased proficiency for their present job. Other choices are clustered about getting help for everyday life, wanting to learn something new and non-job related, and enjoying recreation in the many courses offered in physical activities and life-long sports. Cultural enrichment shows up as a second and third motivation, along with a strong need for recreation and broadened knowledge.

Table 22 shows the employment status, as one would expect, that three-fourths of non-credit students are employed full-time. However, the age distribution shows the interesting concentration of teenage full-time students and young adults who are unemployed.

Table 22

Non-Credit Student Employment Status: 1975

	Age Group							Totals	
Employment	15-19	20-24	25-34	35-44	45-54	55 & above	n/a	n	%
Full-Time Job	8	161	252	99	103	55	16	694	75.9
Part-Time Job	7	13	15	11	8	4	3	61	6.7
Housewife	0	5	30	13	19	6	1	74	8.1
Full-Time Student	32	9	0	1	0	5	1	48	5.3
Unemployed	3	12	8	0	1	2	0	26	2.8
Other	0	2	2	3	0	5	0	12	1.2
								915	100.0

Table 23 shows the educational experiences of non-credit students at Harrisburg Area Community College. One-third are high school graduates; another third have been to college. But, interestingly, 16% have had higher education beyond the college degree.

Table 23

Non-Credit Student Educational Experience: 1975

Education		
Below high school	22	2.1%
Non-high school graduate	99	9.3
High school graduate	382	36.0
Some college	253	23.9
College degree	133	12.6
More	171	16.1
	n=1060	100.0

In summary, this study for the first time presents data on non-credit students at Harrisburg Area Community College. The youthful characteristic of students is interesting especially as it applies to high school students being introduced to H.A.C.C. through non-credit courses, as it bears upon young adult women and singles taking courses at H.A.C.C., and as it reflects job-related interests, personal enrichment needs, and unemployment problems of the young adult. Non-credit courses can be the foretaste of college credit enrollment for these people. Similarly, non-credit

courses provide life-long learning opportunity for post-baccalaureate students. For the housewife, they may be the first step toward something new.

CHAPTER IV. STUDENT FEEDBACK

This chapter investigates how students feel about student services. One cannot propose alterations to student services based solely upon changes in enrollment trends and in the student body profile. If, as the previous chapter has documented, one-half of the students are part-timers, the average age is now 26+, more women are students, adults are doing better academically, most of the students work, more are enrolled in career curricula than in transfer programs, non-credit courses provide a new student pool--how do these students respond to student services as currently offered?

An evaluative study of student services was undertaken by the research office in 1972 just at the time when the enrollment trend at Harrisburg Area Community College began to change. This chapter will review how students felt then about student services, will summarize student surveys currently in use, and will conclude with findings of the nominal group process conducted directly with students.

Student Services Evaluation

Harrisburg Area Community College Research Report No. 13, Student Services: An Evaluation (Selgas and Blocker, 1974), summarizes a study done in the spring term 1972 by the new Director of Institutional Research, James W. Selgas. Questionnaires were circulated to current students, graduates, non-returning students, and student (peer) counselors, as well as to faculty, administrators, and student services staff. The basic procedure of the inquiry was "to investigate the perceptions

of identifiable groups at Harrisburg Area Community College of the various student service functions on the criteria of importance, quality of service, and the extent of use." (p.1) The factor of use was considered important since "there are no firm criteria for evaluating any one service or all of them." To count admissions, scholarships, loans, graduation certifications, jobs, or other records of services may only indicate how many students were processed rather than how many students received good services. If those who use the services regard them as important and well performed, this is more positive than opinions registered by non-users. Such agreement as existed between user groups could at least be considered face validity. Among the users, the student response rate was only 45%, less than for other studies conducted by the research office and due probably to the difficulty and length of the survey instrument. However, 85% of the professional staff responded. "It is apparent that many people had opinions about student services and were eager to express them." (p.4)

The student services outlined in the 1972 study were admissions and records, guidance and counseling, job placement and financial aid, student activities, and administrative services. "On the whole, students and faculty were generally satisfied with the services being provided." (p.43) Although ratings were generally on the positive side of scales ranging from "not important" to "very important" and from "poor performance" to "excellent performance," there were notable issues raised by the findings of this study. Basically these areas needing improvement dealt with academic advising, career resources and job placement, availability of services, student activities, and administrative expectations.

Academic advising is a service offered continually to each student from the first application inquiry, admissions interview, and registration conference through to graduation certification. Students meet with a succession of admissions counselors, program coordinators, faculty advisors, classroom instructors for the variety of academic consultations involved with class schedules, curriculum changes, degree requirements, challenge exams, grade appeals. Although students and staff were generally quite satisfied with admissions and records, guidance and counseling services, there was less satisfaction with some specific services involved with academic advising.

Criticism centered in course placement and the accompanying interpretation of academic records and placement test scores. Students were displeased with being placed, at times without their consent, into developmental courses which they did not feel were valuable. Faculty and administrators, on the other hand, felt that review of academic records was poor at the point of academic advising. They hoped for more homogeneous teaching sections as a screening process for the academically heterogeneous student body. Student services staff found that records were unavailable when needed by advisors due to lags in national test dates, high school transcript mailings, untested adult students, and late application and registration deadlines. Students suggested longer registration hours for advising appointments and more faculty office hours during registration periods. Faculty wanted rigid adherence to cut-off scores for course placement and required developmental prerequisites for core and skill courses.

Both students and faculty felt good about the way in which the advisor role generally was filled by faculty. Advisors were knowledgeable

about the curriculum of their teaching discipline, about the course selections and scheduling within their own curriculum. Students felt they had a friend for advice and for referral. Most faculty members felt quite competent to advise transfer and career students within the curricula of their teaching responsibility. About one-third felt skilled in vocational counseling; very few felt able to do placement counseling even in their own curriculum. Two-thirds of the faculty felt able to handle counseling of students with personal problems, but only one-third of the administration was positive about faculty performance in personal counseling. Students generally agreed with the faculty view of their advisor role. However, it is important to note that the faculty did not feel comfortable in academic advising which involved courses and curricula outside their own program area, even in their own divisional areas. An advisor's limitation in dealing comfortably with other curricula is serious, given the academic uncertainty, curriculum changes, and career indecision of many of their advisees. The need is evident for student services staff to provide leadership in developing interdisciplinary advising teams, career guidance information for faculty, and academic placement skills. Everyone supported the faculty role in academic advising within one's own territory, but a critical deficiency was clear in the lack of confidence advisors felt and students sensed in extended career, placement, and vocational services.

An extension of the academic/career advisor issue was criticism of career counseling resources and job placement facilities. Student, faculty, and especially student services staff dissatisfaction centered on the lack of career guidance, vocational resources and job opportunity information. Students and staff wanted a centralized job placement

office. Faculty wanted job interviews centralized in an efficient operation of job solicitation, personnel interviews, and follow-up placement studies. As noted above, the faculty felt competent with and enjoyed career advising within the area of their own academic, curriculum, and program expertise. However, faculty and administrators did not feel competent outside their field and did not want to substitute for professional counseling services in decision-making, career exploration, and vocational interest inventories.

College administration had been reluctant to centralize job placement objectives lest division faculty lose direct contact with and sensitivity to the real world of work into which their career graduates would move. Placement activity, along with college transfer responsibility, belonged primarily with the divisions. In 1973, student services staff succeeded, with help from Vocational Education Act funding sources, in establishing a modest centralized Placement/Career Resources Center, heavy on career counseling activity and light on job placement coordination.

Another focus of criticism revealed by the 1972 study was the availability of staff and services. Students needed extended registration hours, especially evening hours for completion of registration procedures and business office transactions. Students found advisor appointment schedules filled and no staff available at times other than regular institutional office hours during the day. The traditional schedule of faculty office hours was a problem for students who found need for services to be available at non-traditional times. It is interesting to note that student services was criticized for inflexible faculty access as though student services staff and counseling personnel would provide

the needed and expected flexibility. Since 1973, student personnel staff have extended total services from 8:00 a.m. to 8:00 p.m. daily, but faculty schedules remain substantially unchanged.

Another aspect of the issue of availability is the question asked by students as to what is available and where is it located. The decentralized location of student services at Harrisburg Area Community College provides for academic advising in faculty offices spread all over campus, counselors located in the faculty suites of academic divisions, counselor specialists found in the areas of admission and records activity, in the library where career resources are located, and in the college center counseling offices. Students and staff alike focused on the need for more effective communication of what students services are available, and where, and when. Student handbooks, college catalogues, student newspaper, and new student orientation were suggested communication tools to let everyone know how to get help in the decentralized mix of student services available.

Student activities were not found to be as important as the other student services of admissions and records, guidance and counseling, job placement and financial aid. These generally were considered in a range of importance of 70% to 90% by student and staff respondents. Student activities, however, dropped to a range of 50% to 70% in importance, and social and athletic activities had a range of importance of only 30% to 50% for the administration. Activities at Harrisburg Area Community College had been considered from its founding as co-curricular educational experiences for student growth and development. But that was before 1972 at a time when many youth were full-time students and looking for social and interesting things to do part-time. Now, many students held jobs, both

on campus and off campus, an activity in itself. Their interest in social activities was low, as measured by student use of only 30%. Interest in issues and community service was higher, but interest in student government and leadership activities was lower. Curiously, student interest in intramural sports was low in 1972, but interest of current students, as noted later in this chapter, is high. This shift may be a phenomenon of an expanded intramural program in recent years developing from increased student interest in physical activities.

A final issue in the 1972 study was administrative expectations. Students had expressed need for improved academic-career and vocational-placement services, and this is what the student services staff wanted to do. However, staff felt that administration valued most highly the academic-transfer counseling roles of faculty advisors and counselors. Moreover, staff felt that student services administration valued personal adjustment counseling quite highly. But counselors felt that personal counseling was not the primary service needed by students nor the major role wanted by staff. Career, vocational, job placement needs were felt to be the priority now for the development of student services. Since 1973, student services administration has worked with staff to reallocate resources in this direction, as noted above with the initial development of a Placement/Career Resources Center.

Student Surveys

Following the Selective Service changes of spring 1972, the Agnes flood of June 1972, and the national economic impact on higher education enrollments for fall of 1973, the college began to examine the part-time student potential for reversal of the enrollment decline at Harrisburg Area

Community College. Student services staff had been vocal in criticizing traditional night schedules of course offerings as inadequate to meet the needs of evening students for selectivity in options, flexibility in scheduling, and necessities in meeting curricular and graduation requirements. Encouragement was also voiced by counselors to introduce an expanded Saturday schedule of morning and afternoon course offerings in a wide variety of academic disciplines on the introductory level to replace the traditional safe schedule of about five no-risk Saturday morning sections. By fall term 1975, twenty-two Saturday morning and afternoon course options were scheduled for students.

In fall 1974, a study committee was formed by the college administration with faculty consent and participation. This committee of twelve, including six student services staff, requested the Office of the Vice-President for Educational Services to survey the evening students to determine their special needs for services. Of particular relevance to this study is the question of need for student services expressed by students in the three administrations of this survey. Table 24 is a composite of evening student responses.

The first form of the college survey in fall 1974 focused upon special college services "desired" by the part-time student, more than one-half of whom expressed need for academic/career counseling. One-third felt need for assistance with college transfer, presumably both into and out of Harrisburg Area Community College. Close to 20% of the students surveyed expressed need for personal counseling, financial aid, and veterans services. Less than 10% expressed need for help in job placement, and less than 5% in tutoring. However, this survey was not helpful to determine if part-time students, particularly evening students,

Table 24

Summary of Evening Student Survey: 1974, 1975

Questions: Fall term 1974 - "Indicate the special college services you desire."
Spring term 1975 - "Which, if any, of the following special college services are NOT meeting your needs as a student?"
Fall term 1975 - Two questions: "are NOT meeting" and "ARE meeting."

	Fall 1974 n=876 "desire		Spring 1975 n=576 "are NOT"		Fall 1975 n=146 "are NOT"		"are"	
Counseling Services:								
Academic/career counseling	467	53.3%	122	21.2%	39	26.7%	34	23.3%
Personal counseling	168	19.2	87	15.1	17	11.6	28	19.2
Financial aid	167	19.1	60	10.4	21	14.4	24	16.4
Job placement	121	13.8	67	11.6	13	8.9	10	6.8
Veterans assistance	164	18.7	35	6.1	7	4.8	27	18.5
Tutoring	78	8.9	42	7.3	9	6.2	17	11.6
College transfer assistance	306	34.9	60	10.4	23	15.8	16	11.0
Vocational	—		—		14	9.6	16	11.0
Other	33	3.8	53	9.2	—		—	
Administrative Services:								
Bookstore hours			176	30.6	35	24.0	47	32.2
Campus security			90	15.6	24	16.4	34	23.3
Business office hours			122	21.2	15	10.7	28	19.2
Food services			74	12.9	23	15.8	21	14.4
Admissions and records			96	16.7	—		—	
Admissions					20	13.7	37	25.3
Records					10	6.9	33	22.6
Registration					26	17.8	41	28.1

needed access to these services as offered other than during the daytime college office hours. It merely indicated that the evening students surveyed "desired" these counseling-oriented services.

For spring 1975, the questionnaire was edited to ask what services "are not" meeting the needs of the evening students surveyed. It also added certain administrative services available to students, e.g., bookstore, adequacy of security, business office, cafeteria, admissions and records. Interestingly, with the larger listing of services and the negative cast to the question, percentages of expressed needs for counseling-type services were noticeably reduced. Bookstore and business office hours received the largest expression of needs not being met. Academic/career counseling was the student services area identified by the largest number as not meeting student needs. Personal and transfer counseling, job placement, admissions and records office hours were also noted as areas in need of improvement.

In the fall term 1975, the survey posed the question both ways to a sampling of adult evening students. It asked what services "are" and "are not meeting your needs as a student." Negative feedback on student services expressed most dissatisfaction with academic/career counseling, college transfer assistance, and registration hours. Administrative services criticized were again the bookstore and business office hours, with added concern about campus security, i.e., "Do you feel safe on campus at night?" However, a greater percentage of students expressed dissatisfaction with the way their needs were being met in admissions, records and registration office hours; bookstore and business office hours; and equally as satisfied with campus security, as those who were not. Moreover, students felt more positively toward personal counseling and veterans

services in meeting their needs. They were less positive about the limited food services available to part-time students at night and with job placement, vocational and transfer counseling services.

The student services staff, beginning with feedback from the first of these surveys, had extended the counseling services clustered around the Admissions and Records Office into the evening hours. Transfer services, financial aid staff, counselors from each of the academic divisions, registration facilities, veterans affairs officers, and career/vocational services were scheduled regularly on weekdays until 8:30 p.m. These developments hopefully had bearing upon the positive feedback from students in the subsequent surveys.

The survey instrument for evening students in fall term 1975 was reused for this study with a sample of day students to determine what differences in feedback would be evident. Usable surveys were returned by 238 students representing a mix of 85% full-time students, half and half career and transfer students, and about 65:35 male to female. Table 25 compares the responses of daytime students, mostly full-time, with those of evening part-time students.

Day students were most critical of job placement assistance and college transfer counseling, followed by academic/career, financial aid, and personal counseling services. Overall, more day students were satisfied with counseling services than unsatisfied, except in those criticized areas of placement and transfer services. The greatest numbers were satisfied with academic/career, personal, transfer, and financial aid counseling and with tutorial services.

Evening students, on the other hand, were more dissatisfied with academic/career counseling, financial aid services, and vocational

counseling than were day students. Again, more evening students were satisfied with services than dissatisfied, except in the areas of academic/career, college transfer, and job placement counseling. With evening students, more expressed satisfaction with veterans counseling, in addition to academic/career, personal, and financial aid counseling.

Table 25

Day/Evening Student Survey Comparison: 1975

Question: Which, if any, of the following college services ARE/ are NOT meeting your needs as a student?

	Day Student n=220		Evening Student n=161	
Counseling Services:	"ARE"	"are NOT"	"ARE"	"are NOT"
Academic/career counseling	27.7%	15.9%	23.0%	26.1%
Personal counseling	23.2	10.5	19.3	11.2
Financial aid counseling	15.5	11.8	16.8	15.5
Job placement assistance	6.4	20.9	6.8	9.3
Veterans counseling	6.4	3.2	18.6	4.4
Tutoring services	15.8	8.6	11.2	6.2
College transfer counseling	15.9	19.1	9.9	16.2
Vocational counseling	7.3	5.0	10.6	9.9
Administrative Services:				
Bookstore hours	37.7	11.8	31.1	23.6
Campus security	17.7	12.7	22.4	14.9
Business office hours	26.8	3.6	18.0	10.6
Food services	26.8	15.0	13.6	13.7
Admissions office hours	32.7	3.2	23.6	13.7
Records (grades, transcripts)	29.1	5.9	21.7	6.8
Registration hours	33.6	5.0	26.1	18.0

Question: Have you actively sought help from those service areas which are NOT meeting your needs?

	Day Student		Evening Student	
Yes	80	36.4%	69	42.9%
No	64	29.1	46	28.6
Were your needs not met because...				
Service only available at inconvenient time?	28	12.7%	48	29.8%
Help given did not meet your needs?	50	22.7	30	18.6

Among students dissatisfied with services they sought, more evening students cited that services were not available at times convenient to them, and more day students felt that the help given did not meet their needs.

Students surveyed expressed more satisfaction than dissatisfaction with administrative services. Night students, as expected, were more critical concerning the hours when services were available to them. More students were critical of food services. But overall, a quite positive evaluation of services was received. Selgas and Blocker (p.14) suggest that satisfaction by users "places services in an even more positive light."

Finally, the survey of fall term 1975 included an inquiry into student activities interest. Snyder and Blocker (1969, p.16), finding that part-time students were involved very little with student activities, offered such explanations as disinterest, lack of time, failure of college to provide activities of interest and value to part-timers. "The educational value of co-curricular activities suggests that more effort might be directed to discovering the needs of part-time students which may be met by college activities."

Table 26 shows the change in student activities interest between 1969 and 1975. Today, there is increased interest in intramurals, but less interest on the part of full-time students in social activities. Evening students in 1975 generally show a bit more interest in student activities, but this comparison may be distorted by the 1969 study of part-time students including evening and day students as well. Notable is the lack of interest generally among the respondents about student

activities. Except for intramurals and student clubs, not even 10% of the students surveyed in 1975 express an interest in various student activities. Several respondents wrote on their questionnaire, "No time" and "No interest" about the whole inquiry. Only 40% of the day students and 30% of the evening students checked any item at all.

Regardless of the educational value of activities as co-curricular experiences, the fact that most Harrisburg Area Community College students are working people would indicate that there is no time for extra-curricular activities and consequently little interest.

Table 26

Student Activities Interest: 1969, 1975

Activity	1969		1975	
	Full-Time n=757	Part-Time n=267	Day Student n=238 n/a=136	Evening Student n=161 n/a=172
Student clubs and organizations	24.4%	5.6%	16.7%	9.3%
Fraternities and sororities	21.1	7.1	7.7	4.4
Intramural athletics	19.6	5.2	30.0	9.3
Volunteer service groups	10.6	4.1	4.6	8.7
Student publications	7.9	2.2	5.0	5.6
Faculty-student committees	7.3	3.4	5.0	6.8
Student government	3.7	1.1	5.5	1.9
Dramatics	2.2	1.9	5.0	4.6
Other	3.6	1.1	3.2	5.1

Nominal Group Process

The nominal group process is a technique for gathering and evaluating data from a group of those involved in a matter under investigation. It is "a structured group meeting which seeks to provide an orderly procedure for obtaining qualitative information from target groups who are most closely associated with a problem area." (van de Ven and Delbert, 1972, p.338) The process depends on the initial and individual contribution

of items for discussion from the personal experience of each group member exploring the problem. Moreover, the process provides for group discussion, consensus and evaluation through which critical issues are identified, clarified, given priority and a measure of commitment to consequent problem-solving on the part of participants.

For this study, 139 students met with the author in six small groups of mostly full-time day students, male and female, aged 18 to 45. Four groups of part-time evening students were met, representing full-time employed adults, male and female. The nominal group process was used in each instance with each group in order to sustain a similar structure for input by students concerning problems they encounter at Harrisburg Area Community College. In this procedure, no survey instrument was used, nor summary of topics to be discussed was suggested. Rather, each student was asked to list individually on paper those problems which he/she faced. Each student then contributed in turn an item from his/her list to compile a group inventory of problems. Each individual then chose from the group list those items of greatest importance. These rankings were then recorded for the group and a group consensus emerged. Finally, from these most important problems, a priority order was established, again first by individual commitment and then summarized as a total group concern.

Over 75 separate problems were identified by day students and over 40 by evening students. Problem areas in which a number of similar concerns were clustered included instructional issues of poor teaching, limited course scheduling, curriculum requirements; counseling services; problems involving convenience to students, such as office hours, text prices, child care, housing lists; communication of information in order

for students to know what is where; transportation problems; facilities; student activities; financial problems, registration hassles; and personal problems such as conflict with parents, family, and job, no quiet place to study, and lack of self-discipline to study in midst of distractions.

Table 27 shows the most important student needs, to state the issue positively, or problem areas, when viewed negatively. The priority given to the issues as rated by each group is also shown on a first to fifth choice.

Table 27

Problem Priorities of Nominal Group Process: 1975

Problem Area	Day Student Group						Evening Group			
	A	B	C	D	E	F	G	H	I	J
Counseling services	1	1	5		2	1	3	4	3	2
Quality of instruction	2	2	3	4			1	1	2	
Communication	3	4	4	1		4		5	5	
Curriculum requirements		3	1	3			5		1	
Class schedules			2	5	1	5	2	2	4	1
Student activities	4			4	3					3
Bookstore		5					4			
Library	5				4					
Traffic and parking					5					4
Child care						2				5
Student government						3				
Registration								3		
Grades				2						
Student/parent problems	2									

The following outline reviews the specific needs expressed by both day and evening students concerning the problem areas of greatest priority, i.e., counseling services, quality of instruction, communication, curriculum requirements, and class schedules. Particular problems expressed by evening students are identified separately.

Counseling Services

more academic help concerning teaching methods and requirements of various instructors

better guidance on curriculum choices especially outside of advisor's discipline

emphasis on Human Development courses

Counseling Services (continued)
- fewer advisees per advisor
- more services to disadvantaged students
- more information given at orientation of new students
- more information on transfer institutions and assistance with transfer applications
- more job placement assistance and information about jobs
- some rigid counselors need to listen better
- more help with career choices
- too many mistakes made with registration advice

Evening student needs:
- professional counselors for evening hours rather than aides
- more financial aid personnel
- advisor office hours for evening students

Quality of Instruction
- reduce hassle over attendance
- eliminate excessive assignments related to higher grades
- better help in tutoring clinics
- improve poor teaching as identified by student evaluations
- better instructional methods
- better organization of course outlines and follow them
- eliminate unfair grading practices
- standardize assignments between different sections of same course
- repair broken instructional equipment
- textbooks cost too much; some are not used in course
- too much emphasis on grades
- improve teacher attitudes about students, make-up work, schedules

Evening student needs:
- meet course objectives
- eliminate poor teaching; evaluate part-time faculty
- reduce excessive assignments; too much written work
- instructors are unavailable
- stimulating instruction to inspire student motivation

Communication
- better information about student activities, Student Government Association
- improve communication with community so students and families know about Harrisburg Area Community College
- dialogue between students, faculty, and administration; open up the administration
- tell students what is where, rules and regulations, how G.P.A. is calculated
- involve college in community problems

Evening student needs:
- must have notice about cancelled classes
- invite part-time students to campus activities

Curriculum Requirements
- increase flexible alternatives for career students
- eliminate changing requirements affecting students already enrolled
- better advising about requirements

Evening student needs:
- eliminate unnecessary requirements
- help the student who does not want a degree

Class Schedules
- problems with course sequence for career students
- more sections of general electives
- better summer school schedules
- more advanced courses at off-campus centers

Evening student needs:
- increase flexibility of evening schedule
- limited sections are scheduled for inconvenient times
- more choices
- eliminate changes in schedule once published
- increase developmental course offerings
- consider work hours and dinner schedules when scheduling evening courses

A major issue revealed through the nominal group process is the overriding concern of both day and evening students regarding academic problems, especially if scheduling and curricular matters are included with instruction. Even after extended discussion concerning the indirect relationship of student services to academic services and the student services responsibility to deal with personal needs and non-classroom matters affecting students, nonetheless issues of convenience, transportation, facilities, activities, and personal affairs did not rank high among the most important needs. When students were questioned as to why they continued to emphasize academic problems when discussing student services, they insisted that instructional issues are of primary importance to them as students. Problems of poor instruction, unfair grades, unavailable courses, schedule changes, too much work, curriculum rigidity, disinterested instructors affect their success as students, often delay their progress toward graduation, cost added tuition fees for make-up

courses, put increased pressure upon them as students. They hold student services responsible for their academic needs because they first met with a counselor in the initial registration interview, faculty advisors are a part of student services, which also controls registration, distributes the schedule booklets, keeps academic records, has less self-interest to protect in the classroom, and listens better to student needs. Even when pressed to discuss specific student services, student complaints about counseling centered on poor academic advising rather than professional counseling, problems with academic transfer, insufficient guidance for curriculum transfer and course selection outside advisor's field, need for more candid information on instructor's methods and course content when engaged in registration interview, extended developmental opportunities. A central problem in communication was the need for efficient notice to students concerning cancelled classes, changing requirements, and academic rules and regulations for such matters as grade appeal and G.P.A. computations.

Group discussion with the evening student groups revealed a strong feeling that scheduling patterns, a major concern, were geared more to the needs of the college than to the needs of the part-time student. Institutional rigidity, restricted office hours, concern for staff convenience, career curriculum alterations, and insensitivity to work loads, work hours, and work demands were keenly felt and expressed by the students. Lack of counseling services for part-time students at night was another area of strong consensus, along with limited registration, business office, bookstore, and library hours. Class cancellations and excessive academic assignments were keenly felt frustrations.

As cited in the literature (Schmitt, Shoulders), part-time evening students at Harrisburg Area Community College did not want special attention nor activities, only equal access to the services necessary to their basic needs as students. Part-time day students were the most reluctant to cite problems which they faced. Since daytime services were available to them and they only came to campus for classes and had no time for distractions, they quite uniformly expressed their satisfaction.

Finally, strongest criticism by the representative student groups interviewed was expressed over institutional or internal barriers within the college structure affecting the success and satisfaction of students. Barriers external to Harrisburg Area Community College, but personal to the student, were listed initially but, after discussion, not highly ranked, e.g., public transportation, baby-sitting, social conflicts, gas prices, car pool, home problems, parent hassles.

Many students expressed concern that their feelings appeared to be rather negative and wished to register positive concerns as well. Problem-solving suggestions were contributed to the discussion to put the negative-sounding problems in perspective.

Very strong approval of the nominal group process was voiced as a structured group dynamic, research input, and personal contribution on their own behalf and as representatives of students as a whole. Each student agreed that he/she felt pressed not only to list ideas, but to evaluate personal as well as group ideas and to make commitments to the importance of the problems explored. Further, the students volunteered their appreciation that a college administrator came to them to inquire how they felt, what problems they faced, what they thought students need. They wondered aloud whether he could really do anything about it.

CHAPTER V. STAFF ORGANIZATION AND INPUT

The question remains what to do about the change in student profile and the critique voiced in student feedback. It is one thing, and certainly the easier move, to tidy up the operational inefficiencies and miscues that create problems and frustrations for students. Office hours and staff availability can be readily adjusted to the time schedule needs of the increased part-time student body. Inaccurate academic advising, inadequate career information and transfer assistance, limited financial aid personnel, registration and records confusion can be corrected by more and better attention to detail and delivery of student services. But a student body grown older, with more women, increasingly career committed, having job ladder motivation, little activity interest, has raised serious questions about the quality of instruction, effective counseling services, open communication, and curriculum rigidity. Can such institutional and internal barriers to meeting student needs be broken down, altered, or hurdled by student services to improve chances for the success and satisfaction of students? It is clear from discussion with students that they see student services as responsible for and integrated with the total educational experience in which they are involved. Such is the philosophy of student services at Harrisburg Area Community College. This chapter inquires whether its organization delivers on such promise.

Tri-Level Concept

Blocker, Plummer and Richardson (1968, p.131) view the community college as a social synthesis between, on the one hand, the traditional concepts of higher education for the intellectually elite and academically gifted and, on the other, the community's needs for open postsecondary educational opportunity for all citizens, post-high school youth and adult. "The primary problem faced by the comprehensive community college is the challenging of students to grow to the limits of their abilities." The community college encourages the non-college prepared, economically restricted, low achievers, poorly motivated, to attempt college studies suited to their interests and skills. In contrast to the academic tradition of weeding out the failures, the community college structures for student success not only with instructional alternatives but also with a heavy commitment to student services, supportive to the wide range of student needs.

> "The argument that guidance is more important in the two-year college than in other institutions of higher education has been substantiated by the heterogeneity of the student body, the variety and complexity of decisions which students must make, and the need for non-academic services which support and give purpose to the efforts of students." (p.237)

To support the level of importance advocated, the authors recommend that "the costs for effective program (student personnel services) should be from 15 to 20 percent of the annual operating budget of the college." (p.247)

Dr. Clyde E. Blocker, a collaborating author of the above text and founding president of Harrisburg Area Community College, established from the beginning a strong commitment to student personnel services. As early as May 1966, an ad hoc committee of the college had studied and

drafted A Proposal for Student Personnel Services at Harrisburg Area Community College, with Dr. Richard C. Richardson, Jr., serving as consultant.

The philosophy of this proposal affirmed that educational development occurs "from the composite of those experiences which occur within an individual whether those experiences be curricular or extra-curricular, formal or informal, with professional or peer-group persons." (p.1) Contributing to that composite are not only the classroom/laboratory experiences but also those services organized and provided by college personnel to assist a student "to grow educationally in the various dimensions which he may choose" and "to increase his self-understanding and self-realization." Eight such services were listed (p.2): assistance in defining educational and vocational objectives. curriculum guidance, economic assistance, guidance in utilization of college resources, assistance in entering the work force at an appropriate level, aid in dealing with personal problems, skill development for effective participation in the large community, development of good physical and mental health. "A comprehensive community college needs comprehensive student services."

Student services were organized at Harrisburg Area Community College on a tri-level concept outlined in the 1966 proposal and subsequently given extensive circulation in the literature (Richardson and Blocker, 1968; Richardson, Blocker, Bender, 1972). It proposed to link instructional staff and student personnel staff into a coordinated rather than competitive program of services, where faculty instructors and counselor specialists would be interdependent in offering several levels of services to students. The first level related to general education

guidance and academic advising to be accomplished by faculty members assigned to student advisees enrolled in curriculum of the faculty member's expertise. In addition, advisors for student activities were drawn from this first level of direct relationship of faculty with students.

The second level of student services consisted of professional counselors who were also experienced instructors. These division counselors served as part-time instructors, generally 40% of their work-load, and part-time counselors, the larger 60% assignment. As instructors they bridged the professional gulf between faculty and counselors and as counselors they were direct resources for guidance of faculty in their academic advising role. In addition, by counselor training, they were skilled in vocational and career guidance, transfer information, and in personal counseling with the emotional needs of students in their particular division. As counselors assigned to faculty office spaces decentralized throughout the campus, division counselors were immediately accessible to students near the classrooms and in the hallways of the academic division areas.

The third level of services involved a corps of specialists whose specific training and experience organized the centralized services of admissions, records, placement, financial aid, veterans affairs, transfer articulation, diagnostic testing, and psychological therapy and/or referral. These third level services were not necessarily centralized in one geographical office setting. Rather, the services were centered in the specialists who were the referral resources serving the total college community with the expertise necessary to inform and serve other staff

who conveyed the information to students. They also were able to serve directly students who needed that degree of skill in working out their problems.

> "Decentralization of student personnel services represents an attempt to integrate student personnel staff more thoroughly into the normal operation of the institution and to strengthen their relationship to faculty and students through the medium of physical proximity." (Richardson, Blocker, Bender, p.107)

In 1966, the Harrisburg Area Community College proposal included the following caution at the end of the description of the tri-level concept of student services (p.3).

> "Overlaying all three levels of student services must be a pervasive and well-directed system of referral that ensures the movement of students to the appropriate individual who can best provide the services required. It is this system of referral that most frequently breaks down in the traditional organizational pattern for student services."

Current student feedback gathered for this study has suggested that the referral chain may be a problem nonetheless since poor faculty advisors aren't using division counselors to improve their service to students, and faulty communication indicates that the decentralization is not clear as to who is where with what help.

Student services have been organized since the outset on this tri-level concept. However, corruptions of the original design can be noted at each level; notably faculty advisee load, division counselor resources, specialist isolation, and, in addition, administrative supervision. The ideal implementation at the first level places the faculty advisors in direct relationship with the students of their academic division. Division counselors meet with each new student applicant to that division in order to outline a curricular program chosen by and appropriate to the skill level of the student. A faculty academic advisor is then assigned to

work with the student in the transfer or career curriculum which the student pursues until objectives are reached, graduation requirements are met, or a change of curriculum is initiated to another faculty advisor. Table 28 shows the advisee load of faculty in contrast to division counselors. Faculty are separated into those faculty advisors identified with a specific career curriculum, i.e., technologies, nursing, police; and those lacking such career expertise, i.e., arts, sciences, social sciences.

Table 28

Average Faculty Advisee Load: 1975

	Average Advisee Load
Business	
Career Faculty	46
Division Counselors	156
Communication and the Arts	
Faculty	5
Division Counselor	67
Life Science	
Career Faculty	20
Other Faculty	11
Division Counselor	97
Mathematics, Physical Science, and Engineering	
Career Faculty	21
Other Faculty	5
Division Counselors	85
Public Safety	
Career Faculty	47
Division Counselor	90
Social Sciences	
Career Faculty	72
Other Faculty	8
Division Counselors	110

It seems clear that faculty advisors in the career curricula have kept faith with their first level responsibilities for student services. However, it is equally clear that other faculty do not participate to equalize the advisee load either of their career faculty colleagues nor

of the division counselors. Discussions with division counselors have revealed a reluctance to give advisees to disinterested and unskilled faculty advisors, and the path of least resistance is to keep the largest share of advisees to oneself. This negates the division counselor's second level responsibility for development of improved advising services by faculty, as well as the higher level of guidance services involved with vocational and transfer counseling, remediation guidance, and personal adjustment support. Counselors who invade the first level as substitutes for poor faculty advisors cannot serve the second level needs for improvement in those advisors nor do the professional counseling job required of them.

Table 29

Student Services Staff Resources 1972, 1975

Staff	1972	1975
Division Counselors:		
9-1/2 months	3 (1.8 F.T.E.)	6 (3.7 F.T.E.)
12 months	7 (4.1 F.T.E.)	3 (1.4 F.T.E.)
Central Counselors:		
9-1/2 months	0	3
12 months	6	5
Administrators	5	3
Total	21	20

Table 29 contrasts staff assignments of division counselors at the first enrollment peak of 1972 with current division counselors resources at the second level of student services. Since 1972, budget reductions accompanying Hurricane Agnes, subsequent enrollment declines particularly in F.T.E., and personal prerogatives of staff to change from 12-month to 9-1/2-month contracts left the division counselor F.T.E. substantially reduced. Table 30 shows current enrollment figures as evidenced by the curriculum tables cited earlier in this report in relation

to the allocation of division counselors. Whereas the 1966 proposal advocated a ratio of 350 students to one full-time professional counselor in the teaching division (p.9), current curriculum enrollment figures show a disproportionate assignment of counselors to student enrollments in curricula of the academic divisions. The Business, Life Sciences, and Public Safety Divisions have a heavy student ratio per single division counselor, and the total proportion both in headcount and in F.T.E. is quite in excess of the ideal proposed, especially in terms of F.T.E.

Table 30

Division Counselor/Student Ratio: 1975

Division	Students	F.T.E.	Division Counselors	F.T.E.
Business	1397	950	2	1.0
Communication & Arts	224	155	1	.5
Life Sciences	466	306	1	.6
Math,Science,Engin.	447	335	2	1.2
Public Safety	573	296	1	.6
Social Sciences	543	394	2	1.2
Total	3650	2436	9	5.1
		Ratio	406:1	478:1

The third level specialist in student services was conceived as the referral resource to which staff of the first and second levels guided students to resources for help beyond their respective competencies. The counselor specialist did not replace the basic function of his lower level colleagues to give general information and guidance to serve a student's need. One should not dismiss a student with a curt, "That's not my department; go and get a financial aid application from the financial aid officer." Ideally, each level of decentralized staff could give generalized guidance in all areas of student services; in no way could a few specialists serve all the students at the third level of contact. The financial aid specialist did the need analysis, the packaging of the awards, the counseling of students with severe budget problems; the

transfer counselor was the articulation link with other colleges, the expeditor of transfer procedures and paper work; the career and placement counselor accumulated the career resources for the college and centralized job interviews, opportunities, and follow-ups. Ideally, the basic work with students in these needs remained decentralized with faculty advisors who knew their advisees better and with division counselors who kept the focus of these services centered in division programs and expertise.

Nonetheless, counselor specialists felt really isolated from the faculty advisor two levels removed, and from the division counselors with instructional responsibilities and too many advisees, and from division chairmen rather eager to pass off traditionally division-based activities of transfer assistance, career guidance, scholarship solicitation, and job placement. As academic administrators, division chairmen express the feeling of being too busy with programs and personnel to keep up in these special student services activities, expecting the specialists to do the job for them according to their needs but without their help. Further, the counselor specialists felt isolated by their specialist colleagues whose centralized work-load in placement, financial aid, transfer, personal adjustment services to the total college increased more by lower level default than by referral.

In 1972, major administrative reorganization brought two vice-presidents into the structure which formerly had deans of instruction, students, and administration as chief administrative officers. Now, the dean of instruction and the dean of students would both report directly to the vice-president for educational services and, in matters of budget and finance, to the vice-president for administration. When the dean of

instruction left and was not replaced, the vice-president of educational services assumed direct administrative supervision of academic affairs. The academic division chairmen now felt that they were promoted to the level of the dean of students, who was not sure but that he had moved to the level of division chairmen. Since the division chairmen now reported directly to the vice-president, as did the dean of students, the former felt comfortable in assuming increased administrative responsibility for faculty advisor assignments and division counselor priorities, traditionally the responsibility of the dean of students.

Previously, the division chairmen's job description included "share with the coordinator of counseling services in the supervision of counselors assigned to the divisions" (1968-1969 Faculty Handbook, p.27) and report to the heads of each of the three service branches of the college--instructional services, student personnel services, and administrative services (1969-1970 Faculty Handbook, p.27). In 1973, job descriptions for the division chairmen were changed to read "responsible to the vice-presidents of educational services and administrative services" (1973-1974 Faculty Handbook, p.37). Specifically, the division chairmen now had "Responsibilities for Student Personnel Services: assume general responsibility for the advising, counseling, recordkeeping, and student certification functions within the division," without reference to student services (p.40).

Discussions initiated by the dean with division chairmen sought to resolve the evolving competitive supervision of counseling services traditionally coordinated by student services administration and now increasingly directed by division chairmen. Consensus was unattainable in

a situation where aggressive administrators had conflicting agenda for personnel on whom they depended for services to meet student needs as interpreted on the one hand by academic administration and on the other by student personnel services administration. Student feedback on limitation of office hours of faculty advisors, division counselors serving as unofficial assistant division chairmen, academic advisors using student registrations to inflate division enrollments, faculty and counselors unreleased for high school visitations, excessive teaching loads and substitute duty for division counselors illustrates academic administrative priorities that conflicted with the student services administrative priorities for available and effective faculty advisors and for specific counseling activities and guidance leadership of division counselors.

Continuing confusion in administrative roles and responsibilities for the two lower levels of student services has resulted in the limitation of the dean's participation in evaluation of faculty performance in academic advising and student activities advisor roles. Increasingly, merit evaluation awarded by division chairmen for faculty and division counselors seems based on classroom competency and instructional rating, as the dean's input regarding student services evaluation is limited in some cases, not requested at all in others. Consequently, faculty participation in student activities advising and academic counseling has diminished as these contractual responsibilities appear not to be rewarded actually. The division counselor, therefore, has more advisees, and counseling specialists feel they are handling more of the division's responsibilities for student services.

The students, according to the feedback cited previously, hold very strongly to student services' responsibility for the quality of

academic counseling services. However, two of three levels of student services most closely related to academic counseling of faculty advisors and division counselors and by decentralization most accessible to students are supervised by division chairmen who are not accountable to the dean of student services, whom the students hold responsible.

The tri-level concept of decentralized accessibility and personnel of student services seems to lose some of its clarity and distinction as the levels of responsibility merge, if not collapse, under stress of operations and imperfections.

Nominal Group Process

As the nominal group process dealt with students as those best able to identify current student needs and evaluate the present student services program, so the nominal group process was used with student services staff to propose such changes in the student services program as might be responsive to the data and feedback accumulated for this study.

The student services staff at Harrisburg Area Community College has had a lengthy experience with the tri-level concept of student services. The average length of employment in student services is six years per current staff member. Fourteen of the twenty current professionals were on the student services staff in 1972 when the student services evaluation was conducted. (Selgas and Blocker, 1974) Each staff member participating in the nominal group process was given a summary of the student enrollment data, input information, survey results, and the conclusions from the nominal group process used with student groups. From their personal professional experience and from their study of the material gathered for the project, they were asked

what changes in student services are suggested by changes in the students enrolled at Harrisburg Area Community College.

Table 31

Nominal Group Process: Student Services Staff, 1975

Recommendations (in order of importance)	Priority (base: 100%)
Organize student services advisory committee	86
Appoint director of counseling services	71
Establish placement office	64
Increase flexibility of admissions/registration process	57
Implement staff development program	63
Shift academic advising to full-time faculty	47
Build program for non-traditional students	89
Coordinate courses/schedules for part-time students	
Expand financial aid services for part-time students	
Organize research group for student services	
Assist students in coping with non-college problems	
Adapt instruction to student needs	
Expand recruitment of adults	
Expand academic/career counseling to non-credit students	
Train more paraprofessionals	
Equalize staff work-load, e.g. division counselors	
Reorganize staffing patterns, i.e., working hours, job descriptions	
Improve telephone system	
Establish task force for innovation in student services	
Schedule off-campus counseling services	
Extend Human Development courses to evening students	
Improve staff relations with faculty/administration	
Develop relevant activities program	
Expand use of group process	
Share follow-up data with students	

Table 31 lists the recommendations for change initiated by the staff in the nominal group process. Importance was determined on a rating scale of 6 to 1, and the priority scale was established on the basis of 100%. Group discussion focused on the apparent priority agreement for coordination of staff and program development to meet the needs of the majority of students who are now part-time enrolled in college and who are increasingly non-traditional in experiences and expectations. Such development necessitates not only flexible program options and services, but

also a staff well-trained and growing professionally to be responsive and flexible in their capabilities to help the new students develop self-understanding and self-realization through the total educational experience of the community college as stated in the philosophy of the 1966 proposal (p.1) and shared by the 1975 staff.

The staff's highest priority of program building for non-traditional students was not unrelated to the similarly high priorities for an advisory committee and director of counseling services. Staff agreed that input into the organization and range of student services has not been, but indeed needs to be, generated from all sections of the college community, especially faculty and students as advisors and advisees within first-level student services. An advisory committee for student services could bridge the separation of service levels and the barriers to communication which have been found to exist to the detriment of student services, and, therefore, to students. Further, the staff is seen to agree that a director, coordinator, facilitator of counseling is imperative to develop the quality, expertise, adjustment, and expansion of counseling services at all levels for faculty academic/career advising, for division counselor leadership, and counselor specialization allocations in relation to actual and potential student need for services.

Prior to 1972, the position of coordinator of counseling services was an administrative role in student services at Harrisburg Area Community College. Subsequent administrative assignments and personnel changes did not retain that position. The nominal group process of discussion reached the strong staff feeling that student personnel administrators responsible for operational supervision and administrative participation were not

able and probably would not be able effectively to coordinate, facilitate, innovate, direct, adjust, aggregate the professional services of staff to develop services in relation to need. The need was clear for the coordination of academic advising by faculty, aspects of which are in-service training, information dissemination, career and vocational counseling, inter-divisional communication, academic cross-reference, personal counseling skill development. The need was clear for an advocate of flexibility in scheduling, processing, and experimenting in non-traditional ways to serve non-traditional students. The need was clear for leadership in building the leadership role of the division counselor whereby services to students continue to be decentralized in the academic division where students are, and where the most imperative services are centered in the curriculum context of degree requirements, career expectations, job opportunities, and transfer preparation.

The staff summarily agreed that the need was clear for a counseling specialist whose specialty was staff leadership, professional development, and change agentry. Staff felt that if the services provided for students other than full-timers are inadequate and outdated, someone needs to be assigned resporsibility to initiate the changes desired by staff and students. Someone was needed to coordinate the various tasks staff felt were important, and were placed on their shoulders, but were really not their job. There was a strong feeling voiced that staff leadership and staff service were not compatible for the same staff member. Since 1972, the staff without a counseling coordinator did not really accomplish the self-direction, shared leadership, and collegiality in development which might have been hoped for. The staff

perceived the need for organized staff development and professional growth to deal with change. The staff was asking not so much for another administrator as for a leadership specialist for student services.

Another consensus made clear in the nominal group process was the association of admissions, academic advising, and placement as priority service areas for change in response to changing student needs. Specifically, staff were recommending increased flexibility in admissions and registration procedures to meet the needs of non-traditional, part-time, adult, evening, off-campus, drop-in/drop-out mid-career students. Inflexible procedures, computer-controlled policy, hard and fast deadlines, restricted office hours, institutional self-interest all need modification, especially in relation to the experiences of the student as he/she first encounters the college in the articulation/application process and in the registration/record-keeping computerization.

In addition, staff cited the need for centralized job placement services providing not only information and interview facilities but also initiating job contacts in the community, identifying the job market for students, and coordinating job entry for career graduates. The placement and career resource center of the college was minimally involved with full placement services. Rather it provided presently for career counseling services and for the accumulation of career resource materials. A strong feeling of priority was expressed for "legitimizing" a job placement service for students.

A further priority need was agreed upon regarding academic advising. Staff sensed that faculty by and large were willing to fulfill their advisory role, but, in reality, their inability to do it well

shifted the responsibility to division counselors. The criticism of counseling by students as they identified it with poor academic/career/transfer advising involved all levels of student services; as less faculty did well, more counselors did poorly with more than they could handle, and little staff resource was allocated or "directed" to improving the situation.

In summary, the staff through the nominal group process identified directly with those areas of need cited by the current students. Staff appealed for a leadership specialist in counseling services to respond through staff and program development to the students' appeal for improved counseling services. In addition, the staff identified areas for improvement of student services in admissions, placement, and academic counseling. The area of academic counseling suggests not just the advising system of decentralized levels of student services, but also implies response to student appeal to student services for improved quality of instruction. Leadership in counseling services suggests that division counselors, counselor specialists, a counseling coordinator may assist in the instructional staff development with such activities as discussion of changing student profile, instructional alternatives based on relevant educational psychology, student development models for instruction, consciousness-raising about student needs, classroom techniques and obstacles to learning. Moreover, the division counselor, as teacher, should be an effective model for quality instruction. As students hold student services accountable for instruction, since it coordinates admissions information, curriculum identification, course registration, class scheduling, academic record-keeping, grade reporting, graduation certification, all involved

with the type of instruction the student will encounter, let student services assume a developmental role as participant in the improvement of instruction and in the quality of faculty performance.

CHAPTER VI. CONCLUSION

The student services at Harrisburg Area Community College have a history of adaptation to meet student needs. From the outset, counseling services were decentralized to include faculty academic advising, academic division counseling professionals, and all-college counseling specialists. In the late 1960's, a fourth level of services was offered to students by peer counselors trained and paid to serve their fellow students. In 1970, a counselor specialist for developmental students was hired. A full-time counselor professional for evening students was added in 1971. The student services staff proposed in 1972 an inter-disciplinary advising team concept to meet the needs of heavy student enrollments, especially in the Business and Management Services Division. In 1973, a Human Potential course was designed and proposed by a student development specialist on the staff. Human Development seminars have been started as group counseling credit courses in personal growth and development, in career dynamics, in relaxation and consciousness. The student services staff has studied the advisability of a shift in professional emphasis and administrative supervision from academic division counselors to curricular assignments for counselors. A cluster concept of counseling services centered in admissions and academic placement and in vocational placement and career services was proposed by staff in May 1975. Evening counselor office hours have been instituted by student services staff members for the past year to accommodate evening as well as off-campus students. Team effort by the staff has been committed to student leadership development both in peer counseling and in student activities programming.

The student services staff have been clearly committed to meet student needs insofar as these needs were self-evident to the staff. However, readiness to adapt was not informed and guided by use of data systematically accumulated and descriptive of the changing student profile in contemporary enrollments. Nor did the staff use the available research findings concerning evaluation of student services in the recent past. This study has used these resources, together with direct student input, in order to arrive at recommendations for change formulated by the staff through a group process response to these sources of data.

This study concludes with proposals for implementation of student services activities responsive to the findings concerning student profile, feedback, and student services organization.

The Changing Student Profile

This study has indicated that changes have occurred in the student profile at Harrisburg Area Community College during the first decade of its history, 1964-1975. Corresponding to national enrollment trends cited in the community college literature, the 70:30 ratio of full-time to part-time students at Harrisburg Area Community College in the 1960's has become a 50:50 split by the mid-70's. The earlier ratio of 2:1 in male/female enrollment has moved closer (60:40) to the even split of the national trend. Sixty percent of H.A.C.C. students are age 21 or older, and the average student age has increased from 22.9 in 1969 to 25.7 in 1975. Five years ago, nearly one-half of the students were enrolled in transfer curricula, and only one-third in career curricula; today, one-half are career students, only one-third are transfers. The part-time student is not only the middle-aged, mid-career, re-entry stereotype of

the adult student, but is also the working youth carrying a reduced credit hour load, the young woman working in a capital city, the unemployed, the young adult seeking continuing education, job upgrading, skill-building opportunities, the reverse transfer and readmitted students. Surprisingly among non-credit students, a sizable number are high school youth and post-baccalaureate students enrolled for personal satisfaction and/or in job related courses.

Through the retrieval of computerized student enrollment information, it is possible and desirable to study each year the changes in selected student characteristics and to develop a longitudinal analysis of trends not only in enrollment but also in student characteristics and needs. Computer print-outs have routinely been generated containing information on single items such as registration status reports, age, sex, ethnic, curricular enrollments, veterans and financial aid statistics, and distributed to various offices as requested. The computer program prepared for this report was able to combine selected characteristics available from enrollment data with student input information concerning needs and goals into a summarized profile of full-time and part-time students according to age groups. This computer program will be modified further to include distinctions between male and female characteristics and input.

This computer program (code: PHD) has been added to the data processing schedule of institutional reports to be generated annually in the fall term after the third-week official withdrawal period. The office of the Dean of Student Services will be responsible for reporting the data and trends to the various constituencies of the college, i.e., at the October meeting of the Board of Trustees, at the November full meeting

of the sponsoring school district delegates, in the Campus Newsbulletin distributed to faculty and staff, in the student newspaper, The Fourth Estate, and through the college public relations office to the local news media.

In February and March 1976, the author was asked by the new president of the college, Dr. S. James Manilla (1975), to distribute to the Board of Trustees and subsequently to the college community the first summary reports of student enrollment data (Appendix 1), applying some of the programs and findings of this study to the following spring term. It is the intent of the Student Services administration to prepare a comprehensive report for each fall term using fall enrollment data and input information, and to prepare for each spring term an abbreviated report limited to trends and selected characteristics since input information will be redundant. Feedback from trustees, college staff, students, and community has been positive in appreciation for the summarization of data, citing of trends, and distribution of information helping people to know more about the current students at Harrisburg Area Community College.

The Director of the Community Resources Institute, charged with non-credit educational programs, has received and reviewed the report of this study on non-credit students. For the first time, this information long since available has now been retrieved, summarized, and evaluated as most helpful to the staff of the Institute. The information will be used in program planning, in identifying target populations, and in expanding the data base with which the staff works. The computer program (code: CRI/PHD) which generated the information for this study will be usable by the staff of the Community Resources Institute for any time span of non-credit student enrollments under study.

The changing student profile at Harrisburg Area Community College, not dissimilar to the change taking place in community colleges across the land today, suggests real challenges to accustomed assumptions and practices in student services. However, before new assumptions can be reliably formulated, one need better have asked the students what they think they need and how they feel about what they get.

Feedback Follow-up

Student attitudes toward student services were generally revealed in this study to be positive both with regard to importance of services and quality of performance. It is impressive to find that students using student services felt satisfied with what they received. However, it was possible to solicit critical feedback directly from representative students of the current profile to define areas needing improvements and/or change.

Strongest negative reaction to student services was centered in faculty advising and transfer assistance, career counseling and job placement, accessibility of services especially to part-time students, and disinterest in student activities except for intramurals. Specific remedial steps and proposals for change have been initiated by the student services staff in the months of the spring term immediately following release of the feedback data gathered in the fall term surveys and nominal group discussions of this study. Some of these actions include agreement among division counselors to reduce their advisee load by fuller distribution of advisees to faculty in order that counselors might work more diligently with faculty to improve advising services, especially in matters of course selection, curriculum changes, graduation requirements, career counseling, and transfer information. The student services staff have drafted a proposal (Appendix B) to shift division counselor assignments to curriculum

specialization so that counseling personnel will be allocated more directly to the curricular enrollment of students rather than the division aggregate of curricula. The draft proposal recommends that the current assignment of nine division counselors (5.1 F.T.E.) be reduced to seven full-time curriculum counselors serving Allied Health, Technologies, Business Administration, Business Careers, Public Safety, Liberal Arts, and Liberal Studies curricula.

Student services staff and division chairmen encouragement for expansion of career counseling resources with a job placement center has resulted in an appeal to the administration for relocation of the Placement/Career Resource Center from a starter location in the library (1973) to larger available facilities where a cluster of counselors, job interview spaces, and resource equipment may be housed. In addition, a proposal has been prepared and submitted by the career counselor in cooperation with the author of this study for Postsecondary Vocational Education Funding (narrative, Appendix C) with specific objectives for expanding career counseling competencies of faculty, as well as student services staff, and for establishing a complete job placement service and community employer recruitment.

In response to student appeal for greater access to student services, especially for part-time, off-campus, non-traditional students, the student services staff has increased the evening on-campus office staff to include not only admissions and registration personnel but also a nightly rotation of division counselors. Business office hours and bookstore facilities have been expanded both at night and off-campus through student services advocacy. Experimental scheduling of counselors in off-campus centers to assist with academic counseling was successful

for registration activities and is now implemented fully for all off-campus centers. However, experiments with scheduling counselors in off-campus centers for academic/career/transfer/graduation services proved unsuccessful due to the inaccessibility of on-campus student records and transcripts for off-campus counselee drop-ins. The staff are now studying the possibilities for accurate advance appointment schedules allowing the portability of academic records to off-campus counseling sites. The Community Resources Institute, in cooperation with the author of this study, has initiated a proposal for Title 1, Higher Education Act of 1965, funding to allow for further experiments with counseling outreach in a variety of approaches to non-traditional students at community centers and off-campus locations and through non-credit as well as traditional courses (narrative, Appendix D).

Widespread student disinterest in student activities is increasingly apparent. Many students in this study simply disregarded survey and discussion questions about student activities interest and participation. The employment commitment of most students, full-time and part-time, has serious implications for traditional emphasis on student activities. The continuing epithet of apathy is inappropriately tossed toward non-participatory full-time students, two-thirds of whom hold jobs while they study, and to working part-time students whose only expectation of the college is quality instructional and counseling services. "No time; no need; no interest" is not synonymous with "don't care." Today, employment is a student activity. Even some of the unemployed part-time students regard themselves as full-time students having no time for activities, except for intramural interest in keeping physically active.

The student services staff have turned their energies away from quantitative evaluation of activities participation to student development support and leadership cultivation among those students who are interested in a wide range of activities. Staff members are facilitating seminars for organizational officers, providing counseling support for troubled student leaders, serving as periodic advisors for working with group problems, enabling the organization of students with similar interests, recognizing and valuing student activities wherever and whenever they occur formally or informally. The present allocation of student services staff for human development programming and the potential introduction of credits earned for measurable student leadership activity, as well as the monitoring of current credit given for student peer counseling and tutoring employment, are confidently and deliberately replacing the staff energies and resources traditionally allocated to the control and maintenance of student activities programming.

Students, voicing their feelings and needs directly to the Dean of Student Services through the nominal group process, made it clear that they held student services responsible not just for counseling services, including academic advising and staff accessibility, but also for instructional matters, including classroom leadership and academic hassles. Since student services personnel do make advisor assignments, handle class and instructor scheduling through registration, are responsible for academic counseling as this is carried out in curriculum, career, transfer, tutorial, and problem-solving guidance, so students rightfully hold student services accountable for the quality of the total educational experience.

The student services staff were encouraged to propose the removal of administrative ambiguity concerning supervisory accountability for division counselor leadership in responsibility for faculty advising, for quality of instruction and educational support services, for the interdependency of academic affairs with student services for student development, and for the guidance and counseling components of academic services. The student services staff advocated and the administration agreed to change the budgetary allocation for division counseling personnel and services from the traditional full appropriation to the academic division for expenditure as well as evaluation to the student services budget according to F.T.E. counseling workload, effective for the academic year 1976-1977. It is now clear that counseling supervision is completely the responsibility of student services administration, as recognized by the students. The buck no longer can be passed to academic division chairmen. Student services staff mean to implement that responsibility with a participatory model based on the findings and feedback of this study supportive to the momentum which the staff have gained in recent years.

Finally, with regard to feedback mechanisms, new evaluation data after the model of the 1972 student services evaluation will be rerun in the summer of 1976, with the student services staff assisting the Research Office in the preparation of a comparative study of user response to student services. The student surveys initially conducted with part-time evening students have been regularly scheduled, in cooperation with the office of the Vice President of Educational Services, on an annual basis with the inclusion not only of desired student services and administrative services but also interest and participation in student activities.

Moreover, this survey will be regularly used with a representative cross-section of the total student body, both on-campus and off-campus, full-time and part-time students. The nominal group process will be initiated annually not only under the leadership of the Dean of Student Services, but also with staff personnel as well as with selected target groups of students representing further segments of the profile, including off-campus, women, minority, veterans, evening, daytime, part-time full-time, youth and adult students.

A Participatory Student Services Model

One dare not conclude a study of student services with the assumption that if only greater priority were given to student services, if more funds were allocated to student services programs, if more personnel were hired for student services staff, appropriate changes could be implemented to meet more effectively the identified needs of a changing student population. Rather, one assumes only that resources currently allocated by an institution may potentially be conserved for use in the reorganization of student services. This research study will not allow the lament that if only we had more, we could do better.

The literature suggests (Hurst, 1973; Parker and Morrill, 1974) that restructuring for modification and change of the educational environment involves the administrator in the serious responsibility of providing for staff and student participation in conceptualization and decision, in risks of experimentation and failure, in reassessment and flexible response. That process of participation by students and staff was encouraged by the inquiries of this study. A model of participation suggests

itself for implementation of the leadership resources and the association of services recommended by staff response to these findings.

Participation is a dynamic that one senses throughout student services: new students are participating with post-high school youth in the community college; faculty advisors participate with students in academic planning and career exploration; participation of students in the work experience more so than in student activities; student services as a participant in the quality of instruction; participation of central staff in decentralized services; the college participating more fully with students in the job market; participation meaning improved communication; participatory leadership in staff and program development. The tri-level organization of student services provides a structure for inclusive participation of faculty advisors, division counselors, and counselor specialists with students at the several levels of services. However, the concept of levels may be a hindrance to the most effective organization and the fullest measure of participation in student services.

The literature (Richardson, 1970; Baldridge, 1971) of higher education administration associates the level concept of responsibility with a bureaucratic model where power, authority, and responsibility flow up and down a chain of command or order of privilege as in historic hierarchies. Surely, the tri-level organization of student services was not conceived as a bureaucratic system of mutually exclusive spheres of activity. However, in imperfect form it is not difficult to trace weaknesses of student services as cited in this study in some degree to the difficulty of moving easily, unencumbered, and clearly between the various levels at which services are rendered. Poor counseling raises the jurisdictional question of which level: faculty advisor, division counselor,

counselor specialist. Lower levels imply reduced expectations, less sophisticated performance; higher levels suggest specialization, expertise, satisfaction.

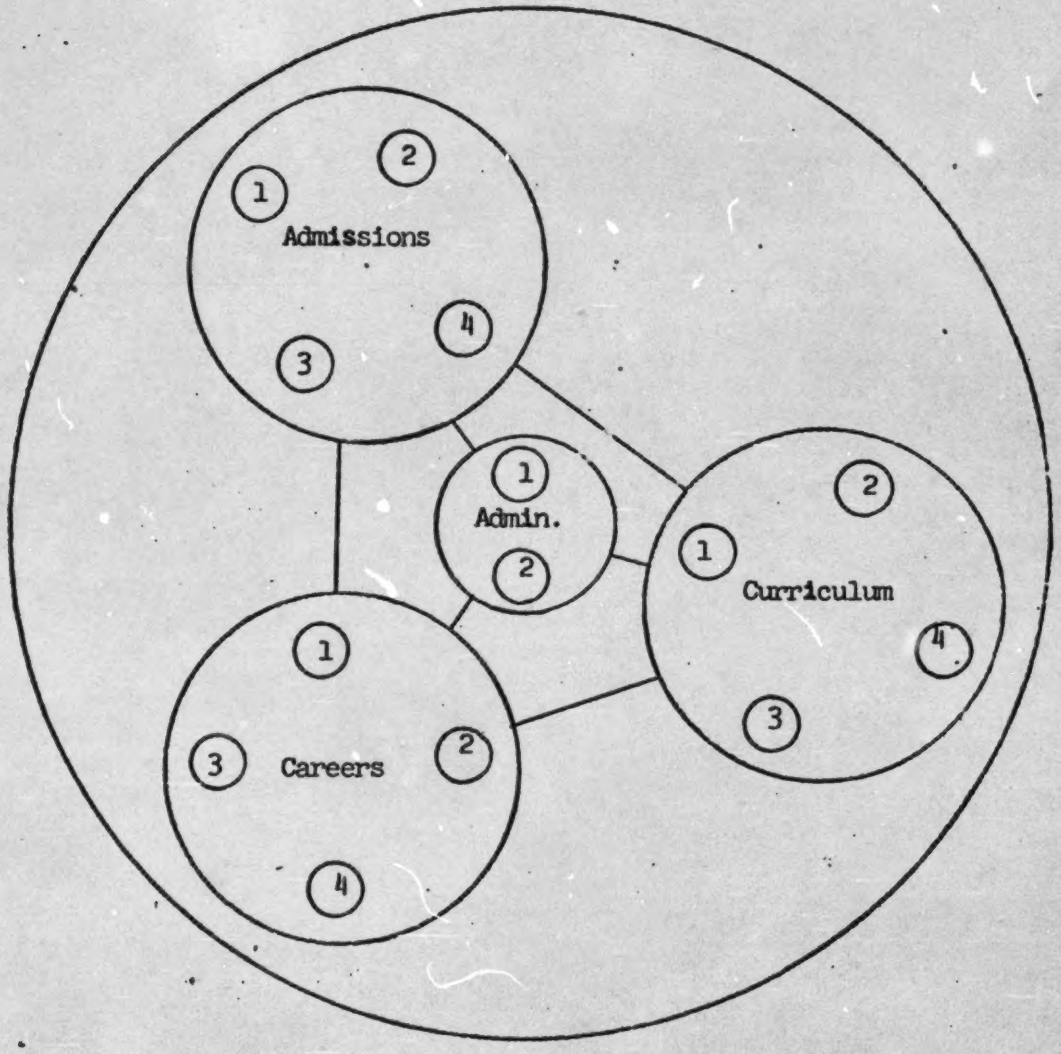
Richardson, Blocker, Bender (1972, p.121ff.) suggest that hierarchical/bureaucratic levels "impede communication and limit effectiveness in solving problems related to the initiation of change." Each level of the structure has its respective position, a territorial prerogative, a screen against the other. These authors suggest a three-dimensional "participational model" or sphere of activity in which each responsibility level participates with the other, rather than reserves a level of service to itself.

The findings of this study lead the author to suggest a further leveling of "the participational model" from its residual tri-level concept to a dynamic concept. Imagine the community college student body as a sphere within which three clusters of student services move about. These clusters, as recommended by staff, are admissions, curriculum, and careers. Within each cluster moves a combination of services centered in the cluster as it lives within the student sphere, seeking needs and responding with services. Each cluster is in contact with other clusters, and all clusters move about a center of student services administration which includes a student services advisory committee, as well as the Dean. Figure 3 shows a participatory or dynamic model as applied to student services.

Unlike the tri-level "participational model" of administration (op.cit., p.124, fig.6.2), which appears as static, fixed, and structured as responsibility still moves from level to level, the suggested participatory model for student services is dynamic, fluid, and alive as each

Figure 3

Dynamic Participatory Student Services Model



Admissions	Curriculum	Career	Administration
1.Recruitment	1.Faculty Advisors	1.Career Counseling	1.Dean
2.Registrar	2.Curriculum Counselors	2.Job Placement	2.Advisory Committee
3.Financial Aid	3.Human Development	3.Transfer	
4.Veterans	4.Student Activities	4.Research	

center or cluster of services interrelates, interchanges, interdepends, and interacts with the others. The counselor/science instructor of the student services staff has suggested the image of a triangular molecule within a glocular substance to describe in a scientific sense "the dynamic equilibrium" whereby defined clusters of student services participate within the full sphere of student needs and the total realm of student participation in the educational experience. Each cluster has its sphere of service, its personnel resources clustered for its activity, its own coordinator/facilitator/director/organizing center around which associated staff clusters. The recommendation for a counseling leadership specialist fits into the cluster concept of counseling activities centered in the curriculum sphere but interacting with the admission and career spheres. The director of admissions and career resources center coordinator would be the administrative centers within the other clusters of services.

The implementation of a participatory model of student services necessitates no additional staff personnel, keeping to the 1975-1976 level of twenty student services professionals redistributed in the clusters according to Table 32.

It is entirely possible, with the resources currently allocated to student services at Harrisburg Area Community College and with the administrative responsibility given to the author of this study as Dean of Student Services, to implement directly such an association of services as recommended by the staff in response to the findings of this study. The reorganization of student services into dynamically interacting yet decentralized clusters of services is proposed as corrective to weaknesses

perceived in the tri-level organization of student services wherein hierarchical-type and bureaucratic-prone distinctions may tend to contradict the participatory ideal.

Table 32

Proposed Student Services Clusters

Cluster	Services	Personnel
Admissions:	Records management	Director
	Financial aid	Registrar
	Veterans affairs	Financial Aid Officer
	Recruitment	Veterans Counselor
		Admissions Counselor
Curriculum:	Faculty advising	Counseling Leadership Specialist
	Curriculum counseling	7 Curriculum Counselors
	Allied Health	2 Human Development Specialists
	Technologies	
	Business Administration	
	Business Careers	
	Public Safety	
	Liberal Arts	
	Liberal Studies	
	Human development program	
	Student activities	
Career:	Career counseling resources	Coordinator
	Job placement center	3 counselors
	Follow-up research	
	Transfer counseling	
Administration:	Budget and administration	Dean
	Advisory committee	Committee appointees

The admissions cluster is presently gathered as the traditional association of records, financial aid and veterans affairs, with recruitment activity and application processing. Prodded by the findings of this study, student services administration relocated the point for initial and personal contact of students with admissions counseling services from the central records and business office location to the suite of counseling offices in the College Center where a more student-centered atmosphere can be maintained than in the processing center of mechanical and

computerized activity. Counselors clustered at the point of initial admissions inquiry and guidance activity have found the easy access to other staff personnel and interchange of counseling competency related to student needs to be extremely helpful, efficient, and compatible.

The career cluster depends for implementation upon administrative agreement for relocation in enlarged facilities where students can have direct access to information, resources, and equipment under paraprofessional assistance and counselor guidance. Job interview facilities need to be provided, adequate space is needed for career seminars and student conferences; work area for present support staff needs to be organized. The approval of the grant application referred to above will expedite the expansion and growth of the Placement/Career Resource Center; without it, the objectives will take more time, more adaptation, and more imagination. Regardless, the implementation of the career cluster is a commitment of the student services staff and a realization under serious consideration presently by the college administration.

The curriculum cluster can be implemented for the coming academic year (1976-1977) with the new assignment of division counseling budget resources to student services. Already, the designation of an Allied Health curriculum counselor has replaced the Life Sciences Division counselor. The reallocation of counselors to business career curricula and business administration transfer services has been proposed and awaits adjustment of instructional assignments for the personnel involved. Counselors have been assigned to the Technologies, Liberal Studies, and Public Safety curricula for some time. The Liberal Arts curriculum assignment of personnel remains to be shifted from present division counselor identifications. The experimental Human Development program

to which several counselors are contributing increasing leadership for credit seminars, student activities leadership development, coordination of the peer student counselor program and student tutorial services is to be evaluated by the faculty Curriculum and Instruction Committee in the fall term 1976 in order to gain official approval as an academic program and legitimate activity of the college.

Further, the student services staff have set before the faculty governance structure, specifically the Academic Policies and Student Affairs Committee, a series of proposals to adjust academic policies to the needs of non-traditional students in such areas as evaluation of non-accredited educational programs, grade policies for reverse transfer students, reduction of residency requirements from 30 to 15 credit hours, the introduction of Servicemen's Opportunity College and Project Ahead, an acceptance of the general battery of CLEP examinations for credit. By the time this study has been completed, these proposals have been approved and are being implemented prior to the 1976-1977 academic year.

The Dean of Student Services will continue to work with curriculum cluster staff to improve the leadership contribution of counselors to the improvement of faculty advising services as these relate to manageable advisee loads, accessible faculty office hours at night and at off-campus locations, improved career counseling by faculty, accurate curriculum guidance, and increased sensitivity to student needs. In addition, the curriculum cluster will organize such staff development activities as appropriate to increase competency to assist with and model quality instruction as related to improved teaching techniques, alternative learning opportunities for students, expanded developmental options, and academic diagnostic capabilities. Counselor skills in

educational psychology may thus increasingly contribute to the instructional climate maintained by faculty and learning opportunities afforded to students.

However, the staff priority for a counseling leadership specialist must be implemented to realize most fully the potential for student services leadership in improving counseling services and the instructional program as identified by student feedback. A well-coordinated program of staff development, the innovations in student services to meet non-traditional student needs, the leadership role of one who is available and able to assist colleagues in professional growth and expansion of skills must become the designated responsibility of a staff member who is able to fill this need and implement this change in student services staff organization. The Dean of Student Services will need to realize this objective through the appointment of a counseling leadership specialist, more so than a director of counseling services, for approval not later than the 1977-1978 student services budget year; earlier, if staff personnel alternatives allow.

The administration cluster proposes a student services advisory committee to work in consultation with the Dean and staff to relate program to needs. The staff has recommended that the advisory committee be attentive particularly to research needs, innovative recommendations, community input, student participation, and communication flow. The personnel of the advisory committee should include no more than the institutional recommendation of fifteen members ("Guidelines for Advisory Committees," Harrisburg Area Community College) and should meet at least once each semester. The author recommends that committee membership include, but not necessarily be limited to, a representative from the

student services staff, the faculty, the alumni, a local transfer institution, a sponsoring school district counselor, a parent, a community representative, and students representative of the student profile. The Dean should be an ex officio member of the committee and the convener of the advisory committee no later than spring term 1977.

An editing of the college "Guidelines for Advisory Committees" to fit the student services context would suggest:

> "The primary purpose of an advisory committee is to provide a link between the college and the constituency of its student services. It should counsel and advise the student services staff regarding programs in an effort to meet the current and changing needs of students. The advisory committee is unique in its ability to provide information and assistance for the student services program, with only two limitations: it can assume neither legislative nor administrative responsibility. An advisory committee does not guarantee success for the student services program, nor will the committee agree on all matters. However, through the interactions of those who participate in the full educational experience, the advisory role can help to develop and sustain a good sound program of student services at the college."

Postscript

Alvin Toffler in Future Shock (p.131) quotes John Gardner, when he was chief of H.E.W., as saying that "the presighted administrator reorganizes to break down calcified organizational lines. He shifts personnel. He redefines jobs to break them out of rigid categories." Such may be an overstatement of the problem studied, but it suggests the dynamics for implementation responsive to change.

Throughout this study, this student has been extremely pleased to experience the genuine interest in this project expressed by the college administrators, faculty and counseling colleagues, students both at Harrisburg Area Community College and in the Nova Cluster at Baltimore, other student personnel administrators with whom one meets and converses

in the course of a year. It seems clear that while all recognize that community college students have been and are changing, those changes need to be identified most especially in order that the more traditional organization of student services in community colleges might be shaped a bit more directly to meet the needs of the new students and possibly their new needs.

Undoubtedly, the most satisfying outcome of this study, to the author, is the discovery, or better the reassurance, that evaluative criticism provokes an expectancy and confidence that change is a reasonable outcome of personal participation. The nominal group process shared by students and by staff with the author generated an immeasurable amount of real enthusiasm to discuss needs and objectives, performance and improvement, instruction and student services, with the anticipation that something can and will be done. The nominal group process is an effective means of systematic small group interactions through which to gather direct and personal input and to gain a measure of consensus on the priority importance of issues shared. It is imperative for student services administration to continue to meet with representative samples of the changing student constituency to hear firsthand what they need and how they feel.

The prevalent and positive view that student services is responsible and accountable for the total educational experience, not just a package of ancillary services, gives courage for the continuing pursuit of the student development ideal as expressed in the 1966 proposal for student services at Harrisburg Area Community College: to assist the student to increase self-understanding and self-realization. This remains the agreed-upon goal in the context of ongoing change, both in students and in student services.

ENROLLMENT REPORT

Board of Trustees
HARRISBURG AREA COMMUNITY COLLEGE
February 3, 1976
Volume 13

INFORMATION

SPRING TERM ENROLLMENT

Preliminary enrollment figures for this spring term, as of January 30, 1976, indicate an 8.6% increase in student headcount over spring term of last year (1974-1975) and an 18% increase in spring enrollments over the past six years. There was a period of no growth in the spring terms of 1973 and 1974, with enrollment in the upswing again as of last spring.

Full-time equated (FTE) enrollment shows an 8% growth over spring term of last year. The trend of this growth is significant because of the previous three-year decline of 10% in FTE.

Enrollment of full-time students has declined by 16% over the past five years (1971-1975). However, this spring the trend is up, and an increase of 5% has been realized in full-time students over last spring.

The number of part-time students has increased 69% over the past six years, and the part-time student FTE has increased by 58%. The part-time enrollments of this spring have increased over last spring by 12% in enrollment and 15% in FTE.

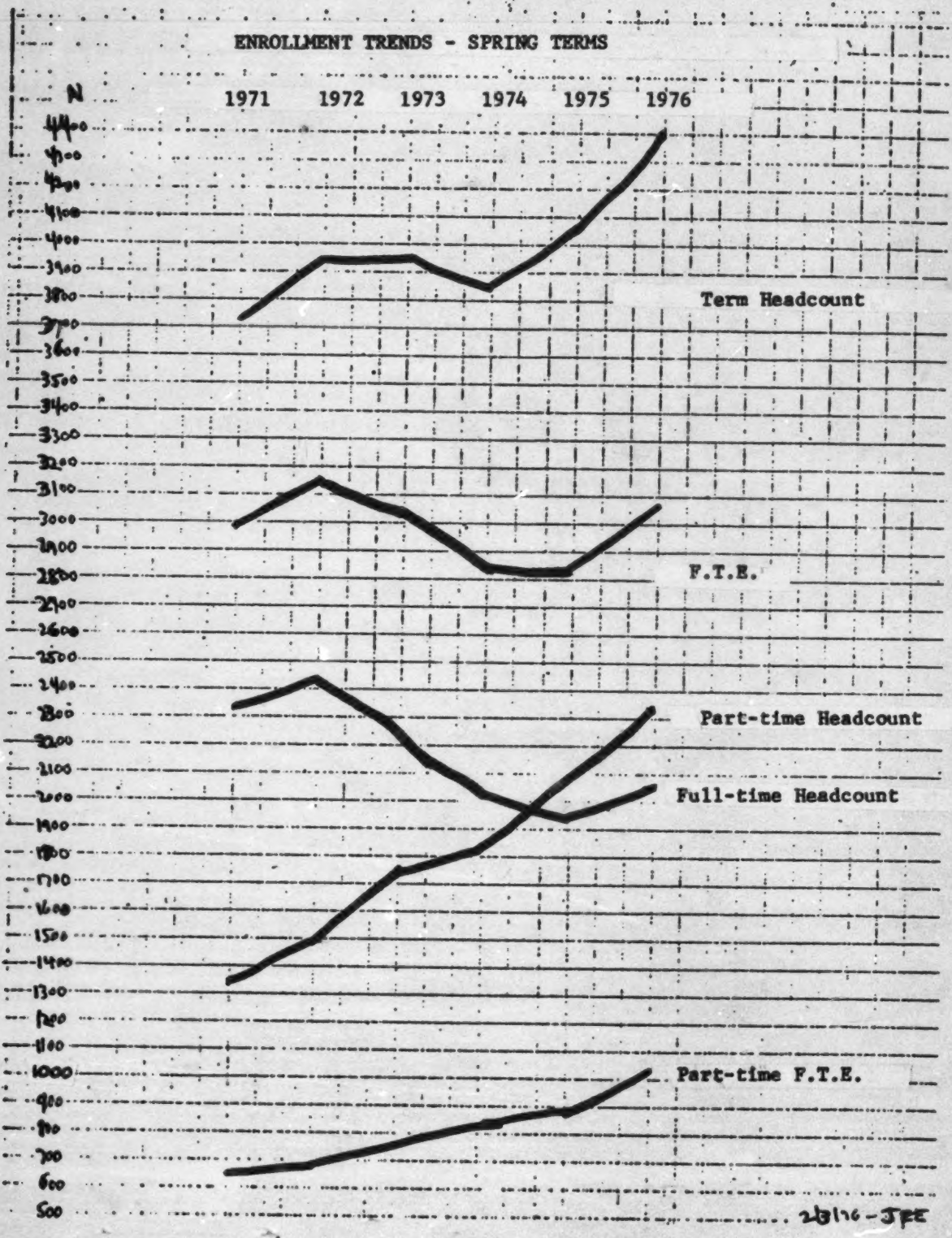
The result of increased part-time students is a decline in the average credit hours carried by all students of 15% since the spring of 1971, but only of 2% since last spring.

Similarly, the percentage of full-time students in the total FTE has decreased by 12% over the six-year period and by 2% since last year. This spring the full-time student enrollment (headcount) is 47% of the student body.

Finally, the number of new applicants to H.A.C.C. for the spring term increased by 11.8% over last spring, and the number of former H.A.C.C. students applying for readmission increased by 15.8%.

More complete enrollment data will be available for the March meeting of the Board of Trustees, based on complete data following the three-week withdrawal period of the semester.

J.F.E.


ENROLLMENT TRENDS - SPRING TERMS
N
1971
1972
1973
1974
1975
1976
Term Headcount
F.T.E.
Part-time Headcount
Full-time Headcount
Part-time F.T.E.
2/3/76 - JFE

ENROLLMENT PATTERNS

Spring Terms, 1970-1976

	SPRING 1971	SPRING 1972	SPRING 1973	SPRING 1974	SPRING 1975	SPRING 1976*
Total FTE	2988	3136	3015	2834	2849	3081
Full-Time FTE	2339	2445	2239	2005	1956	2058
Part-Time FTE	649	691	776	829	893	1023
Net Total Headcount	3719	3940	3952	3852	4040	4390
Net Full-Time Headcount	2339	2445	2239	2005	1956	2058
Net Part-Time Headcount	1377	1495	1713	1847	2084	2332
Average Credit Hours/Student	11.17	10.99	10.54	10.10	9.68	9.49
Average Credit/ Full-Time Students	14.35	14.33	14.45	14.44	14.52	14.29
Average Credit/ Part-Time Students	5.56	5.55	5.44	5.39	5.14	5.27
Full-Time Students as % of FTE	79%	78%	75%	71%	69%	67%

*1/30/76
(unaudited)

2/3/76
J.F.E.

Board of Trustees
HARRISBURG AREA COMMUNITY COLLEGE
March 2, 1976
Volume 13

INFORMATION

SPRING TERM ENROLLMENT - 1976

Enrollment figures for spring term 1976 indicate that we have the largest number of students enrolled for any spring term in the history of the college. Our enrollment has increased by 9% over spring term of 1975, and FTE is up 7%. Part-time students have increased by 15%. The highest FTE for a spring term was in 1972 (1972: 3136; 1976: 3055) when we had 400 more full-time students, but nearly 1000 less part-timers.

Female student enrollment has increased by 12% over last spring, and male enrollment by 6%, especially among part-time males.

Ethnic identification of students indicates that minority student enrollment has increased. However, this information is collected voluntarily and, therefore, is not complete. We have 38 Vietnamese students. Students who are veterans have increased by 11%, again notably in part-time enrollment.

The curricular identification of our students indicates that 48% are enrolled in career curricula, while 38% are transfer students. The 12% in the Liberal Studies curriculum are students uncertain about their course of study or whose educational program does not fit into one of our curricular designations.

88% of our students come from sponsoring school districts. Less than 1% come from out of state.

J.F.E.

ENROLLMENT STATISTICS - Spring 1976

Harrisburg Area Community College

	1975	1976	Increase/ Decrease +/-
Applications:			
New Applicants	885	1070	
Readmits (former students)	386	486	
Total	1271	1556	+ 22%
New Student Registrations	1037	1106	+ 7%
% of Applicants Registered	82%	71%	- 11%
Enrollment:			
Full-Time Students	1956	2012	+ 3%
Part-Time Students	2084	2391	+ 15%
Total	4040	4403	+ 9%
F.T.E.	2849	3055	+ 7%

	1975		1976		
	Full-Time	Part-Time	Full-Time	Part-Time	
Sex:					
Male	1208	1213	1197	1380	+ 6%
Female	727	868	832	985	+ 12%
Ethnic: (voluntary response)					
Black	70	74	157	216	+229
Oriental	9	5	17	39	+ 42
Spanish	6	9	10	18	+ 13
Am. Indian	0	1	5	3	+ 7
Veterans:	263	417	254	500	+ 11%
Class:					
Freshmen	687	1530	743	1689	+ 10%
Sophomores	1246	551	1286	676	+ 9%

3-2-76

ENROLLMENT BY CURRICULUM - Spring 1976

Harrisburg Area Community College

	1976 Full-Time	1976 Part-Time	% of Total Enrollment
Liberal Studies	188	344	12.1%
Transfer:			
Liberal Arts	398	300	
Police Administration	140	72	
Pre-Engineering	56	45	
Elementary Education	42	25	
Secondary Education	51	30	
Business Administration	264	244	
	951	716	38.0
Career:			
Technologies	154	161	
Secretarial Science	73	37	
Business	281	610	
Allied Health	132	141	
Recreation	15	14	
Human Services	78	74	
Public Safety	98	186	
Other (Art, Urban, Library)	26	32	
	857	1255	48.1
Certificates	22	37	1.4
Other	1	15	0.4
	2019	2367	100.0%

	1976 Full-Time		Part-Time	
First-Time Students	247	12.1%	635	26.8%
Returning Students	1573	77.5	1380	58.3
Reverse Transfer Students	209	10.3	353	14.9
	2029	100.0%	2368	100.0%

3-2-76

ENROLLMENT BY DISTRICTS - Spring 1976
Harrisburg Area Community College

Sponsoring Districts	1975 Full-Time	1975 Part-Time	1976 Full-Time	1976 Part-Time	% of Total Enrollment
Harrisburg	237	267	222	308	13.8%
Mechanicsburg	61	89	75	127	5.3
West Perry	15	16	23	15	1.0
West Shore	205	220	216	254	12.2
Carlisle	65	81	67	109	4.6
Susquenita	27	29	31	30	1.6
Greenwood	6	4	5	5	0.3
Newport	10	12	7	6	0.3
Central Dauphin	350	402	396	439	21.7
Susquehanna	103	101	88	114	5.3
Camp Hill	62	54	64	75	3.6
Halifax	12	6	13	11	0.6
Middletown	75	68	80	82	4.2
Steelton-Highspire	52	43	44	59	2.7
East Pennsboro	46	51	55	64	3.1
Williams Valley	11	1	10	7	0.4
Lower Dauphin	81	50	84	71	4.0
South Middleton	14	23	16	31	1.2
Cumberland Valley	109	155	129	153	7.3
Millersburg	18	3	16	8	0.6
Upper Dauphin	25	7	17	15	0.8
Derry Township	109	64	126	78	5.3
Totals	1693	1746	1784	2061	100.0%

3-2-76

ENROLLMENT BY DISTRICTS - Spring 1976

Harrisburg Area Community College

	1975		1976		% of Total
	Full-Time	Part-Time	Full-Time	Part-Time	Enrollment
Sponsoring Districts	1693	1746	1784	2061	87.5%
Non-Sponsoring Districts:					
Adams County	18	5	12	9	0.5
Lancaster County	29	99	40	88	2.9
Lebanon County	81	49	82	55	3.1
York County	18	32	26	55	1.8
In-State	107	142	76	76	3.5
Out-of-State	1	0	3	10	0.3
Other (Contracts, etc.)	8	16	6	13	0.4
Totals	1955	2089	2029	2367	100.0%

3-2-76

COMMITTEE REPORT

Evaluation, Review, and Recommendations
of Student Services at
Harrisburg Area Community College

George Ritchey, Chairman

Curriculum Counseling Services

The entire area of curriculum counseling services provides concern for how student needs can best be met. From the most ideal point of view it would be highly advisable to continue to have sufficient counseling personnel available in the college to continue the original philosophy and intent of the division counselor concept. For obvious reasons, this can no longer be the case. Aside from any actions of the student services staff of the college, the administration has chosen to reduce significantly the leadership role of the Dean of Student Services in the college in general and in the supervision of the division counselors in particular. The administration has also chosen to disburse division faculty members throughout the college in such a way that divisions are often not a close collegial group. These two critical decisions have had the effect of limiting the flexibility, control, and quality of the division counseling program.

Before considering the services needed in the curriculum counseling services, it must be made evident that at present time division counselors now teach at least thirty sections of classes each year; therefore, for budget reasons this number of classes must continue to be taught by members of the student services staff at least in the current budget year and, in all probability, throughout the present contract with local school districts.

There are many services which student services should provide for the different curricula of the college. Many of these services are best provided by having a professional counselor located in reasonably close proximity to the faculty and students being served.

At the time of initially interviewing and scheduling a new student in the curriculum, a faculty advisor is assigned. Both of these activities are significant in time and importance. The counselor needs to be an expert in the educational and vocational aspects of the curriculum. He needs to feel comfortable about the advisee assignment and can only be comfortable if, in fact, he has worked with the advisor and is assured that the advisor is prepared to competently advise the student. To be done correctly this is no small task. This involves an understanding of transfer requirements at many different schools, occupational outlook in particular careers, licensing and degree requirements of different careers.

It is probably wise that the curriculum counselor continue to be significantly involved in the drop-add procedure as it now exists. Much of this activity is interrelated in the advising and counseling needs of students. It is also very important that the curriculum counselor have the responsibility of assuring that college records concerning each advisee are, in fact, easily available for the use of the faculty advisor.

Curriculum counselors need to have the rapport and physical location which will make it easy and comfortable for the faculty advisor to use him as a resource person and a referral source. The physical location must not be forgotten or even lessened in importance from its present position. The faculty advisor must have the easy access to be able to spend two minutes to twenty minutes to solve a problem of information

need or referral action rather than assume the action of "it's really not worth my efforts to get that involved."

It is our recommendation that the title Division Counselor be replaced with Curriculum Counselor. All curriculum counselors, as well as other counselors, will be under the supervision of the Dean of Student Services.

Job Placement Services Proposal
for Postsecondary Vocational Education Funding

Jon W. Gardner, Counselor

Rationale

Community colleges follow a historical pattern of treating placement services as low priority auxiliary functions, limited to posting job openings and scheduling recruiters. These services are customarily combined with other services such as financial aid, transfer, and admissions. The services are selective and fragmentary with little coordination of student and employment needs. If the community college's commitment is service to the community, there is a need to establish a liaison between student, college, and employer, to the benefit of all.

Recent developments in postsecondary education have pointed out that career planning is a developmental process, and career counseling and placement services must be available during the entire period of a student's academic involvement. Growing interest in the concept of career education, vocational-technical programs, development of new areas, competitiveness of the labor market, emphasis on hiring the disadvantaged, and the move to obliterate inequality and injustices in hiring practices are some of the factors in the re-evaluation of placement services. This has been true at Harrisburg Area Community College. There has been (1) an increase in the number of vocational programs offered; (2) an increase in the number of students concerned about entering a personally satisfying vocational program leading to employment; (3) an increase in the number of part-time students pursuing a program; (4) an increase in the number of students seeking employment; (5) a decrease in the number of available job openings; (6) an increase in the number of students

concerned about long-range employment of their career. In addition, division chairmen expressed their concern by recommending that a placement program be established.

This project will continue to expand the range and diversity of post-secondary vocational education to meet the needs of the non-baccalaureate degree bound individuals by concentrating on the students in such programs at the community college through preparation and placement in their career field. It will integrate the career services currently offered with the placement services proposed into a comprehensive program.

Problem

According to the results of a follow-up study on the employment of career graduates (Snyder and Selgas, Research Report No. 7, 1972), graduates did not rate the college's job placement service as either strongly positive or negative. Results from that study and earlier studies support such as a need for career and placement counseling services. The development of the college's career resources center (Exemplary Career Resource Center for Community Colleges in Pennsylvania, Project 11-4079, Gardner, 1974) has addressed itself to meeting the career counseling needs of students. This project will address itself to the placement counseling needs of the students through development of a program to meet these needs.

Describing the Process

In order to meet the objectives of the program and the needs of the students in different vocational areas, the program coordinator will establish an advisory committee and elicit suggestions on procedures

necessary for successful development. One of the keys to the process is the employment of an additional counselor to assist in the services provided.

Additional facilities will be utilized to provide an area in which the coordinator's and counselor's office will be located, with space provided for relocation of the Career Resource Center, including a separate area for conducting seminars, interviews, meetings, and conferences.

Materials ordered under this proposal will be carefully screened and housed in the Career Resource Center. Development of the capacity to store and retrieve information utilizing computer facilities will require working cooperatively with the personnel in the data processing center.

The second key to the success of the program is the active involvement of the coordinator in a company visitation program. Dependent on the visitation program is the increased cooperation expected in the number of openings shared with the placement office and the resultant increase in awareness of students in the alternatives available to them. The visitation program will provide the opportunity to develop an extensive profile of major businesses, which will benefit students and assist administration in obtaining information for curriculum development. It will serve as an opportunity to develop contacts in order to identify persons willing to share with students their perspectives with regards to their occupation and career, thereby offering the student additional input into his own decision-making process.

Through the visitation program the coordinator will be able to increase his own competencies and knowledge as to the skills for which businesses are looking. Dialogue with personnel managers as to the skills necessary in finding employment, will aid in the development of

seminars, workshops, and courses enabling the student to identify his areas of weakness and improve them.

Accurate data will be collected as to the use of the services by students and faculty. An evaluation form will be developed which will provide feedback data on the students who use the services and the benefits to them.

A series of meetings will be held individually with local high schools and AVTS to plan a conference to initiate efforts to coordinate job placement services within the area. Local Chambers of Commerce, the National Alliance of Businessmen, and the Bureau of Employment Security will be asked to assist in the conference development.

Active participation and attendance at professional association conferences will increase the sharing of the project development.

A monthly report will be prepared on the progress of the project with a final report being submitted at the end. Every effort will be expended by the coordinator and staff to meet the objectives of the project and to establish a program which can serve the varied population at the community college.

Any information concerning the project will be shared with the Commonwealth of Pennsylvania's Department of Education and all agencies and institutions under its auspices.

Career Information and Counseling Program
Application for Grant Under Title 1, Higher Education Act of 1965

Hazel J. Brown, Director

The need for adult counseling services in our society has never been greater. Today's adults are faced with problems never before encountered. Technological advances, economic trends, increasing consumer costs, longer life expectancy, and changing life styles are causative factors of problems with which individuals need consultation, information, and direction.

The objectives of the community college make it an integral part of the community. Its interest in meeting the needs of community members and its closeness geographically put it in an ideal position to assist people in solving problems.

The Community Resources Institute of Harrisburg Area Community College exists to serve the community. The staff works with the various academic divisions of the College in developing programs to meet community needs. The Institute also includes a Testing Center that includes vocational testing and counseling services.

This proposal is a plan to provide outreach vocational, educational, and career counseling to adults in the Greater Harrisburg Area. In addition to making counseling readily available to residents of Dauphin, Cumberland, and Perry Counties, various programs and seminars for career planning, redirection, and decision making will be offered. Career information and resources are available at clients' convenience in the McCormick Library on the campus.

Although the counseling services will be available to all adults, emphasis will be directed at the following groups:

1. Women re-entering the job market or changing life styles;
2. Unemployed and dissatisfied employed;
3. Rural and urban community clients; and
4. Senior citizens

An advisory council consisting of representatives of the Pennsylvania Department of Education, community members representative of the geographical areas of the region covered, and members of the Community Resources Institute and the Student Services Division of Harrisburg Area Community College will be appointed. Its purpose will be to plan activities that will meet the needs of the clientele served.

The project planned would be built around programs offered periodically to the community. The topics or activities would be determined by the Advisory Council according to the needs existing in the area. They might include such topics as: Choosing A Career, Job Seeking Techniques, Changing Jobs, Area Employment Needs, etc. Appropriate publicity would apprise citizens of these programs. They may be held on the College campus or in an appropriate outlying area convenient to participants. Although emphasis would be placed on group activities, counseling would be available to those who need individual attention.

The services will be centered in the Community Resources Institute at Harrisburg Area Community College. A counselor-coordinator will be appointed to implement the program. Personnel of the Student Services Division of the College will be involved in activities according to their field of expertise.

Dr. Hazel J. Brown, Director of the Community Resources Institute, will serve as Project Director to supervise and assist with the operation. Mr. Jay Ebersole, Dean of Students, will work closely with her in directing activities.

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